



Study program: Integrated Academic Studies in Medicine
Course title: Early Childhood Development
Teacher: Aleksandra S. Stojadinović, Marija V. Knežević Pogančev, Tatjana B. Redžek Mudrinić, Vesna S. Pavlović, Gordana M. Velisavljev Filipović, Aleksandra M. Mikov, Vesela L. Milankov, Tatjana Krstić
Course status: elective
ECTS Credits: 3
Condition: -
<p>Course aim</p> <p>The aims are to enable medical students to monitor the typical development of the child in the first three years of life; to recognize deviations from typical development; to learn how to communicate with the child's family and direct parents to promote the child's early development</p>
<p>Expected outcome of the course:</p> <p>Students will;</p> <ul style="list-style-type: none"> - learn about the importance of early development and the possibilities of stimulating development in the first years of a child's life - gain knowledge of the factors that stimulate early development and the factors that threaten it - learn about the importance and role of the family for the development of the child and the encouragement of early development - review different approaches to assessing early childhood development - learn about the importance of a family-centred approach and family empowerment to stimulate early development - become familiar with the importance of a transdisciplinary approach in monitoring and promoting early development - learn about deviations in motor development and stimulation of motor development - gain knowledge about developmental problems in premature infants, as well as to stimulate early development - gain knowledge of hearing and speech disorders and procedures performed by the speech therapist - gain knowledge about autism spectrum disorders and the therapeutic modalities that can be used - gain knowledge of multiple disabilities and a multidisciplinary approach to stimulating the development - understand the importance of implementing early interventions in children with developmental disabilities, psychological and behavioural evidence-based early interventions <p>Students will:</p> <ul style="list-style-type: none"> - gain communication skills necessary to work with children and family - learn the use the tools to assess the development of a child up to the age of three, and to recognize typical development and developmental disabilities - familiarize themselves with local community resources that can be used to encourage early child development
<p>Course description</p> <p><i>Theoretical education</i></p> <ul style="list-style-type: none"> - Health, determinants of health, early development, nature of early development and developmental tasks - The importance of early childhood development; protective factors, risk factors for early development - Nutrition and early development - Paediatrician's role in primary care in early development monitoring and assessment. - Different approaches to early development assessment - testing a child in an institution or at home, interviewing parents - Principles of early development monitoring using the GMCD (Guide for Monitoring Child Development) - ASQ Ages and Stages Questionnaire - Tests used by psychologists in the assessment of early development - Delay in motor development - Early development in prematurely born infants - Delay in speech development - Hearing and vision disorders and early development - Autism Spectrum Disorders - Multiple disabilities - Family-centred approach and early development stimulation

- Local community resources and early development stimulation

Practical education

- Communication process - from the idea of the person sending the message to the recipient of the message and his interpretation of the message
- Non-verbal communication, Verbal communication, Professional communication and behavior concerning the patient and family
- Interview techniques, Adaptation of communication to parents' ability to understand communication
- Adaptation of communication to cultural specificities
- Family interview and counseling
- Characteristics and application of the ASQ Ages and Stages Questionnaire
- Characteristics and implementation of an early childhood monitoring tool using the GMCD (Guide for Monitoring Child Development)
- Tests used by psychologists to evaluate early development
- Development of gross motor skills and stimulation of motor development – cooperation with a physiotherapist
- Development of fine motor skills and stimulation of fine motor development - cooperation with an occupational therapist
- Speech development and stimulation of speech development - observation of speech therapists
- Evaluation of children with autism spectrum disorders and working with these children - agreeing to work with these children with a child psychiatrist,
- Developmental stimulation in children with multiple disabilities - a collaboration with a physiotherapist, occupational therapist, speech therapist
- Promoting early development - breastfeeding, physical contact with the child, daily activities, reading with children,
- Toxic stress and impact on children's development
- Supporting the family after the developmental assessment
- Empowering the family for social support - cooperation of psychologists and sociologists with the family

Literature

Compulsory

1. Baum R. Positive parenting and support. In: In: Kliegman R, St Geme J, editors. Nelson textbook of paediatrics. 21st ed. Philadelphia, PA: Elsevier;2019. p 1093-1102
2. Olson JM. The Newborn. In: Kliegman R, St Geme J, editors. Nelson textbook of paediatrics. 21st ed. Philadelphia, PA: Elsevier;2019. p1111-1121.
3. Onigbanjo MT, Feigelman S. The first year. In: Kliegman R, St Geme J, editors. Nelson textbook of paediatrics. 21st ed. Philadelphia, PA: Elsevier;2019. p1122-1141
4. Carter RC, Feigelman S. The second year. In: Kliegman R, St Geme J, editors. Nelson textbook of paediatrics. 21st ed. Philadelphia, PA: Elsevier;2019. p1142-1155
5. Carter RC, Feigelman S. The preschool years. In: Kliegman R, St Geme J, editors. Nelson textbook of paediatrics. 21st ed. Philadelphia, PA: Elsevier;2019. p1156-1167

Number of active classes	Theoretical classes: 15	Practical classes: 30
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Teaching methods

Lectures. Practical classes: medical history, physical examination of a healthy child and patients with eating disorders, differential diagnostic and therapeutic considerations for eating disorders with case reports, counseling and nutrition planning for a healthy (newborn, infant, young child, preschool and school child, adolescent, athlete, vegetarian)) and a sick child (liver and kidney failure, hereditary metabolic diseases, nutritional allergies, diabetes mellitus, etc.)

Student activity assessment (maximally 100 points)

Pre-exam activities	points	Final exam	points
Lectures	15	Written	70
Practices	15	Oral	
Colloquium		
Essay			