



**EDUCATIONAL AND SCIENTIFIC INSTITUTE OF MEDICINE
DEPARTMENT OF PEDIATRICIES No. 2**

APPROVE

Vice-Rector of the Higher Education Institution of
Bogomolets National Medical University.
for Scientific, Pedagogical and Educational Work,
Doctor of Medical Sciences, professor
Oleg Vlasenko

« » _____ 2026

**ELECTIVE COURSE SYLLABUS
"FUNDAMENTALS OF HEALTHY CHILD CARE"**

Educational level: the second (master's) level of higher education

Field of knowledge: I «Health Care and Social Welfare»

Specialty: I2 "MEDICINE"

**Educational program: Educational-professional program "Medicine"
of the second (master's) level of higher education
in the specialty I2 "Medicine"**

Mode of study: Full-time (in-person)

2026–2027 academic year

Department of Pediatrics No. 2

Link to the page of the Department of Pediatrics No. 2 on the official website:

<https://nmuofficial.com/zagalni-vidomosti/kafedri/departament-pediatrics-2/>

Syllabus of the elective discipline "BASICS OF HEALTHY CHILD CARE"

Level of higher education: Second (master's)

Specialty: I2 Medicine

Educational program: Educational-professional program "Medicine" of the second (master's) level of higher education in the specialty I2 "Medicine"

Course description:

Year of study: 2nd

Term: 3rd or 4th

The language of instruction: Ukrainian

Mode of study: Full-time

The volume of the course module: total hours – is 90 academic hours, comprising 6 academic hours of lectures, 20 academic hours of practical classes, and 64 academic hours of independent work; the number of ECTS credits is 3.0.

The aim of the elective discipline EC 2.15, "Basics of Healthy Child Care" is to develop the ability to apply acquired knowledge, skills, and understanding regarding the care of healthy children of various ages to address typical professional tasks encountered by physicians in the healthcare sector.

Expected learning outcomes: mastery of diverse competencies to achieve the final learning outcomes.

In accordance with the requirements of the Educational and Professional Program "Medicine," the study of the elective discipline EC 2.15 "Basics of Healthy Child Care" enables students to acquire the *following competencies*:

Integral competence

Ability to solve complex problems, including research and innovation in the field of

medicine. Ability to continue learning with a high degree of autonomy.

General Competencies (GC)

GC 1.Ability to abstract thinking, analysis, and synthesis.

GC 2.Ability to learn and master modern knowledge.

GC 3.Ability to apply knowledge in practical situations.

GC 4.Knowledge and understanding of the subject area and understanding of professional activities.

GC 5.Ability to adapt and act in a new situation.

GC 6.Ability to make informed decisions

GC 7.Ability to work in a team.

GC 8.Interpersonal skills.

GC 9.Ability to communicate in a foreign language;

GC 10.Ability to use information and communication technologies.

GC 11.Ability to search, process and analyze information from various sources

GC 12.Certainty and perseverance in relation to the tasks and responsibilities assumed.

GC 13. Awareness of equal opportunities and gender issues.

GC 14. Ability to exercise their rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.

GC 15. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, equipment and technology, to use various types and forms of physical activity for active recreation and a healthy lifestyle.

Special (professional, subject) competencies (SC)

SC 1. Ability to collect medical information about the patient and analyze clinical data.

SC 11. Ability to solve medical problems in new or unfamiliar environments with incomplete or limited information, taking into account aspects of social and ethical responsibility.

SC 13.Ability to carry out sanitary, hygienic and preventive measures.

SC 16. Ability to maintain medical records, including electronic forms.

SC 17. Ability to assess the impact of the environment, socio-economic and biological determinants on the health of an individual, family, population.

SC 21. It is clear and ambiguous to convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to students.

SC 24. Compliance with ethical principles when working with patients and laboratory

animals.

SC 25. Compliance with professional and academic integrity, be responsible for the reliability of the scientific results obtained

Program Learning Outcomes (PLO)

PLO 1. Have a thorough knowledge of the structure of professional activity. Be able to carry out professional activities that require updating and integration of knowledge. Be responsible for professional development, the ability to further professional training with a high level of autonomy.

PLO 2. Understanding and knowledge of basic and clinical biomedical sciences at a level sufficient to solve professional problems in the field of health care.

PLO 3. Specialized conceptual knowledge that includes scientific achievements in the field of health care and is the basis for research, critical understanding of problems in the field of medicine and related interdisciplinary problems.

PLO 21. Find the necessary information in professional literature and databases and other sources, analyze, evaluate and apply this information.

PLO 22. Apply modern digital technologies, specialized software, statistical methods of data analysis to solve complex health care problems.

PLO 25. Clearly and unambiguously convey your own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.

PLO 27. Communicate fluently in the state language and English, both orally and in writing to discuss professional activities, research, and projects.

Thematic lecture plan

Salar y No.	Lecture Title	Number of hours
1	Principles of effective feeding for infants in their first year of life	1
2	Developmental games with children as a method of strengthening the key components of health	1
3	Rational use of gadgets by children of different ages	1
4	Age-related aspects of key methods for hardening children. Prevention of childhood injuries	1
5	Criteria for a child's school readiness. Prevention of the most	1

Salar y No.	Lecture Title	Number of hours
	common childhood infectious diseases	
6	Physiological aspects of a child's maturation during adolescence	1
TOTALLY		6

Topics of practical classes

Salar y No.	Topic Name	Number of hours
1	Bathing children of different ages.	2
2	Successful breastfeeding – practical advice.	2
3	How to introduce complementary foods properly - healthy and tasty.	2
4	Games with children – age-dependent aspects.	2
5	Child and gadgets – benefits vs risks.	2
6	Hardening of children.	2
7	Prevention of childhood injuries.	2
8	Vaccination – protection against infections.	2
9	Child's readiness for school.	2
10	Teenagers – features of relationships and communication.	2
TOTALLY		20

Independent work

Salar y No.	Content of the work	Number of hours
1	Preparation for practical classes.	30
2	Development of practical skills (simulation training).	34

Salary No.	Content of the work	Number of hours
TOTALLY		64

METHODS AND TYPES OF TRAINING

Teaching methods

When studying an elective discipline, the varieties of teaching methods recommended for higher education are used, namely:

- by sources of knowledge: verbal (explanation, lecture, conversation, discussion), visual (demonstration), practical (practical work, mastering practical skills);
- according to the logic of the educational process: analytical, synthetic, their combination – analytical-synthetic, as well as inductive method, deductive, their combination;
- by the level of independent mental activity: problem-based, partially-searching, exploratory.

The following methods are used to organize learning sessions:

- oral discussion of topic-related issues involving all students in the group;
- discussions based on problem situations;
- interaction with patients and their parents (or legal representatives);
- use of the clinical case method;
- problem-oriented discussions;
- business simulation (role-playing) method;
- brainstorming method;
- testing;
- quick-response (blitz) questioning.

CRITERIA FOR ASSESSING LEARNING OUTCOMES

Assessment of learning outcomes is conducted during every practical session in accordance with specific objectives for each topic; it entails questioning 100% of the

students in the group and evaluating all components of the session, including tests, the demonstration of practical skills, the resolution of case-based problems, and written assignments completed in preparation for the practical class.

For each stage of the lesson, the student receives a traditional grade of "5-4-3-2" points, from which the teacher determines the arithmetic mean score, and puts it in the form of a traditional grade, rounding according to mathematical rules 1-4 after the decimal point downwards, 5-9 – upwards.

To receive credit for the course, a student must attend at least 75% of the practical classes and obtain a minimum of 111 points on a 200-point scale.

REGULATION ON CONTINUOUS ASSESSMENT

Ongoing student assessment is conducted during every practical class in accordance with the specific objectives of each topic.

A grade of "5" is awarded if the student provides exhaustively accurate and clear answers without any additional questions; answers the material without errors and inaccuracies; performs the skills proposed for study without mistakes and under different conditions, correct answers in tests 90% - 100%

A grade "4" is given on the condition that the student knows the content of the lesson and understands it well, answers the questions correctly, consistently and systematically, but they are not exhaustive, although the student answers additional questions without errors; performs the skills proposed for study according to standard conditions, makes mistakes when there are changes in the situation, but can correct themselves when asking additional questions, the correct answers in tests are 75%-89%

A grade "3" is given to the student on the basis of his knowledge of the main content of the lesson and at a satisfactory level of his understanding, gives answers with the help of leading questions, but answers directly asked questions correctly. Not able to fully perform practical skills, but in the presence of corrective actions of the teacher, successfully overcomes practical tasks, correct answers in tests are not less than 60%-74%

A grade "2" is given in cases where the student's knowledge does not meet the requirements of the grade "3 points"; in the test control, the correct answers are 59% or less,

Current assessment of students on the relevant topics is carried out at each practical lesson in accordance with specific goals on each topic according to the traditional 4-point system (excellent, good, satisfactory, unsatisfactory) with subsequent recalculation into a multi-point scale.

Salary No.	Topic Name	Number of points corresponding to the traditional assessment			
		«5»	«4»	«3»	«2»
1	Bathing children of different ages.	20	16	12	0
2	Successful breastfeeding – practical advice.	20	16	12	0
3	How to introduce complementary foods properly - healthy and tasty.	20	16	12	0
4	Games with children – age-dependent aspects.	20	16	12	0
5	Child and gadgets – benefits vs risks.	20	16	12	0
6	Hardening of children.	20	16	12	0
7	Prevention of childhood injuries.	20	16	12	0
8	Vaccination – protection against infections.	20	16	12	0
9	Child's readiness for school.	20	16	12	0
10	Teenagers – features of relationships and communication.	20	16	12	0
Total Discipline Points		The maximal score is 200 points			
		The minimal score is 111 points			

The form of final assessment is a graded pass/fail test. It is administered by the academic group's tutor during the final practical session, based on the student's academic performance, and is recorded as a total score on a 200-point scale, with a corresponding conversion to the traditional grading scale.

**Converting the number of points from a discipline into grades
on ECTS scales and four-point (traditional)**

Discipline scores are independently converted into both the ECTS scale and the four-point scale. Ranking on the ECTS scale with the assignment of grades "A", "B", "C", "D", "E" is carried out as follows:

Score in Points	Score according to the traditional Scale	Score	Score according to the ECTS scale
170–200	Perfectly	A	Excellent (excellent performance with only a negligible number of errors)
155–169	Good	B	Very good (above average with a few soaps)
140–154		C	Good (generally correct execution with a certain number of significant errors)
125–139	Satisfactory	D	Satisfactory (not bad, but with a significant number of flaws)
111–124		E	Sufficient (fulfillment satisfies minimum criteria)
60–110	Unsatisfactory	FX	Unsatisfactory (reassembling)
1-59		F	Unsatisfactory (with mandatory re-study of the discipline)

List of practical skills and competencies acquired by students during the "Basics of Healthy Child Care" course:

- performing hygienic bathing procedures for children of various ages;
- interviewing the mother of an infant about breastfeeding practices and explaining the benefits of breastfeeding;
- explaining the specifics and guidelines for introducing complementary foods (both traditional methods and Baby-Led Weaning/BLW) and providing emergency aid to children showing signs of choking due to food aspiration;
- select toys and organize games appropriate for a child's age;
- explain the rules for the safe use of electronic devices to children of various ages;
- develop a body-hardening (conditioning) program for healthy children of various ages;
- explain the risks of childhood injuries and measures to prevent them;
- explain the rationale for vaccinating healthy children and the procedures for administering preventive vaccinations;
- assess a child's readiness for school;
- explain the physiological and psychological characteristics of adolescence, and discuss personal hygiene, nutrition, physical activity, and sleep habits with adolescents.

Course Policy:

mandatory observance of academic integrity by students, namely:

- independent performance of all types of work, tasks, forms of control provided for by the work program of the discipline;
- references to sources of information in the case of using ideas, developments, statements, information;
- compliance with the legislation on copyright and related rights;

- providing reliable information about the results of educational (scientific, creative) activities, research methods used and sources of information.

RECOMMENDED LITERATURE and INFORMATION RESOURCES

1. Nelson Textbook of Pediatrics, 2-Volume set, 22-nd edition. By Robert M. Kliegman, Bonita M.D. Stanton, Joseph St. Geme and Nina F Schor. – Philadelphia, PA : Elsevier Inc., 2024 - 4472 p. ISBN-10 : 032352950X ISBN-13 : 978-0323529501
2. Skin Care for Infants: Best Practices and Common Concerns
<https://www.alliedacademies.org/articles/skin-care-for-infants-best-practices-and-common-concerns-32266.html>
3. World Health Organization's Breastfeeding Guide 2022
<https://resourcecentre.savethechildren.net/document/world-health-organizations-breastfeeding-guide>
4. WHO/UNICEF BABY-FRIENDLY Initiative Staff Manual
https://www.babyfreundlich.org/fileadmin/BFHI/Dokumente/Fachinformationen/leitfaden-mitarbeitende/Leitfaden_f%C3%BCr_Mitarbeitende_uk.pdf
5. ABM protocols. <https://www.bfmed.org/protocols>
6. WHO Guideline for complementary feeding of infants and young children 6-23 months of age. <https://www.who.int/publications/i/item/9789240081864>
7. World Health Organization (WHO) guideline on the complementary feeding of infants and young children aged 6–23 months 2023: A multisociety response. ESPGHAN Position Statement. DOI: 10.1002/jpn3.12248
8. Brain-Building Through Play: Activities for Infants, Toddlers, and Children. Center on the Developing Child Harvard University.
<https://developingchild.harvard.edu/resources/handouts-tools/brainbuildingthroughplay/>
9. 10 playful activities for children with disabilities
<https://www.unicef.org/parenting/child-care/10-playful-educational-activities-children-disabilities>

10. Best Montessori Developmental Toys by Activity: 2026 Guide
<https://wonderkidstoy.com/blogs/news/unlock-your-childs-potential-the-best-montessori-and-developmental-toys-for-early-learning?srsltid=AU7gw4U0Jau2p3p790HNyELZyYd1OO0vsoIMoTAnVqryJ1Q6BK9adPM->
11. Zain, Z. M., Jasmani, F. N., Haris, N. H., & Nurudin, S. M. (2022). Gadgets and Their Impact on Child Development. *Proceedings*, 82(1), 6.
<https://doi.org/10.3390/proceedings2022082006>
12. Muppalla SK, Vuppalapati S, Reddy Pulliahgaru A, Sreenivasulu H. Effects of Excessive Screen Time on Child Development: An Updated Review and Strategies for Management. *Cureus*. 2023 Jun 18;15(6):e40608. doi: 10.7759/cureus.40608.
13. Child and adolescent injuries. UNICEF. <https://www.unicef.org/health/injuries>
14. 10 Common Childhood Accidents and How to Avoid Them in Your Home
<https://www.nationalfosteringgroup.co.uk/news-and-blog/10-common-childhood-accidents-and-how-to-avoid-them-in-your-home/>
15. Vaccines and immunization
https://www.who.int/health-topics/vaccines-and-immunization#tab=tab_1
16. Vaccines, thiomersal and autism spectrum disorder: evidence review 2010-2025
<https://www.who.int/publications/i/item/9789240123533>
17. Six Ways to Support Early Childhood Mental Health. American Montessori Society.
<https://amshq.org/blog/uncategorized/2022-11-04-6-ways-to-support-early-childhood-mental-health/>
18. Bassok D, Latham S; EdPolicyWorks. Kids today: changes in school-readiness in an early childhood era.
<https://education.virginia.edu/documents/epw35kids-today2016-02pdf>
19. Teens: communicating & relationships
<https://raisingchildren.net.au/teens/communicating-relationships>

20. Parent guide to talking about sex: 9-11 years

<https://raisingchildren.net.au/pre-teens/development/puberty-sexual-development/sex-education>

21. Menstrual health <https://www.who.int/news-room/fact-sheets/detail/menstrual-health>

A Teenager's Nutritional Needs

<https://www.healthychildren.org/English/ages-stages/teen/nutrition/Pages/A-Teenagers-Nutritional-Needs.aspx>

22. HEEADSSS Assessment – OSCE Guide

<https://geekymedics.com/heedsss-assessment-osce-guide/>

23. Kiselova M, Antipkin Y, Volosovets O, Rubin BK. (2026). Children Are Victims in the War on Ukraine. Pediatric Clinics of North America. Available online 28 July 2026

<https://doi.org/10.1016/j.pcl.2026.05.007>

DEVELOPERS

Volosovets O.P., Corresponding Member of the National Academy of Medical Sciences of Ukraine, Doctor of Medical Sciences, Professor, Head of the Department of Pediatrics No 2

Kryvopustov S. P., Doctor of Medical Sciences, Professor of the Department of Pediatrics No. 2

Chernii O. F., Candidate of Medical Sciences, Associate Professor of the Department of Pediatrics No. 2

Grischenko N.V., Candidate of Medical Sciences, Associate Professor of the Department of Pediatrics No. 2

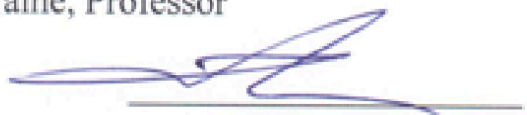
Saltanova S. D., Candidate of Medical Sciences, Associate Professor of the Department of Pediatrics No. 2

The syllabus for the elective discipline "Basics of Healthy Child Care" for second-year students of the Educational and Research Institute of Medicine, pursuing a degree at the second (master's) level of higher education in the specialty I2 "Medicine" discussed and

approved at the meeting of the Department of Pediatrics No. 2 of August 27, 2026, Minutes No. 1 and at the meeting of the Subject-specific Methodological Commission on Pediatric Disciplines of August 28, 2026, Minutes No. 1.

Discussed and approved at the meeting of the Department of Pediatrics № 2
protocol № 1 27.08.2026

Head of the Department, Corresponding Member of the National Academy of
Medical Sciences of Ukraine, Professor



Volosovets O.

Discussed and approved at the Central Committee on Pediatric Disciplines
protocol № 1 28.08.2026

Chairwoman of the Central Committee,
Professor



Pochynok T.