UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Biomedicina, Neuroscienze e Diagnostica avanzata		
ACADEMIC YEAR	2016/2017		
BACHELOR'S DEGREE (BSC)	ORTHOTICS AND OPHTHALMOLOGIC CARE		
INTEGRATED COURSE	PAEDIATRICS AND PSYCHOPEDAGOGY - INTEGRATED COURSE		
CODE	16910		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	MED/38, M-PED/01		
HEAD PROFESSOR(S)	PIRO ETTORE	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)	PIRO ETTORE NICOLOSI SILVANA	Professore Associato Professore a contratto	Univ. di PALERMO Univ. di PALERMO
CREDITS	6		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	**PIRO ETTORE** Tuesday 09:00 09:30 Dipartimento materno infantile		

DOCENTE: Prof. ETTORE PIRO

PREREQUISITES	Anatomical and physiological knowledge on the structure of the eye and visual function Knowledge of CNS anatomy
LEARNING OUTCOMES	Knowledge and skills: acquisition of understanding of the medical and ophthalmologic terminology in childhood as a basis for defining and critical interpretation of paraphysiological and disease conditions being studied. Knowledge of the historical, epistemological, methodological foundations of psycho-pedagogy and related areas of application. Knowledge of patterns and mechanisms underlying to the various mental functions, understanding of major affective and cognitive aspects involved in the helping relationship. Capacity to apply knowledge and understanding: to know the main features of pediatric diseases with particular regard to those ophthalmologic Ability to apply their knowledge to understand the fundamental issues of the theoretical and methodological issues that characterize the educational psychology and to formulate adequate arguments. Ability to apply the knowledge on learning, clinical reasoning, communication and managing emotions in the context of the patient-therapist relationship Independent judgment: you will consider ' the capacity ' of interpretation of several clinical cases from the point of view of aetiopathogenetic outcomes in functional take-over terms enabler, through ongoing discussion of lessons. Acquisition of sufficient capacity to: - found similarities / differences between the different theoretical models and methodological approaches that characterize the educational psychology; - integrate acquired knowledge also through the analysis of simple experiments and collective discussion about applications; Communication skills: Being able to describe and illustrate through specific terminology the key features to the parents the child's pathology subject Acquisition of a spectrum of communicative skills useful to transfer information, ideas, problems and solutions (concerning the educational psychology) to several interlocutors, and appropriately. Acquisition of interpersonal skills useful to interact with patients and caregivers. Learning ability: Acquire the ability ' of integration of knowledge (anatomical , physiological , clinical) for a full therapeutic application. Acquisition of a learning method for the continuation of studies in an independent and conscious way.
ASSESSMENT METHODS	Final evaluation is performed by oral exam according to the University calendar. An optional written test also may be used. The oral exam consists of an interview, in order to check skills and knowledge of the content of the course; the interview will relate to one or more relevant open or semi-structured questions. The questions tend to verify the acquired knowledge, the ability of organization and processing clinical skills and the ability to display the same. The ability of content organization and processing turns to test the clinical argument and applying concepts in a professional context. Oral presentation ability will be evaluated with a score gradually increasing according the use of language adequate sufficiently articulated to the professional conditions. The sufficiency threshold will be is reached when the student shows knowledge and understanding of the issues at least in broad outline, and has minimal application skills in order to solve concrete cases; he/she should show too own capacity and argumentative as to allow the transmission of his knowledge to the examiner. Below this threshold, the examination will result insufficient. The more, however, the examinee is able to interact with the examiner, and how much more his/her knowledge and ability go into the details of verification, the more the assessment will be positive. The assessment is carried out of thirty. Oral examination rating : 30-30L excellent; 27-29 very good ; 24-26 good; 21-23 discreet; 18-20 sufficient; 1-17 insufficient. The written test will be divided into multiple choice or open questions for a maximum of 30. They tend to check the skills and knowledge of the course. Test consists of a series of questions, or closed stimuli, each of which is' accompanied by three or more closed answers. Skills and knowledge are not tested through an independent processing of answers to questions, but rather by choosing the correct answers or believed to be among those offered to every question. The closing of the stimulus and the response is used to determine a priori, at the time of the test
TEACHING METHODS	lectures and use of clinical films related to the study of child development

MODULE
PAEDIATRICS

Prof. ETTORE PIRO

SUGGESTED BIBLIOGRAPHY	
Lezioni Manuale di Pediatria Nelson Elsevier 2011	
AMBIT	10322-Scienze medico chirurgiche
INDIVIDUAL STUDY (Hrs)	45
COURSE ACTIVITY (Hrs)	30

EDUCATIONAL OBJECTIVES OF THE MODULE

The overall objective of the module is to provide students with basic knowledge on the physiological characteristics of the subject
developmental age and the pathological and clinical specificity of childhood diseases.
The specific educational objectives are to learn:
eye auto-immunologic pediatric interest
- The characteristics of the normal term baby and the most frequent pathologies
- Aspects of the normal subject growth and its pathologies
- Nutrition in childhood and emerging diseases
- Neurological Diseases
- Respiratory Diseases
- Abdominal disorders
- Onco-hematology pediatric
- Prevention and pediatric therapy
- Current aspects of genetics and the main diseases
- The most important joint diseases
- The most significant endocrine disorders
- Infectious diseases of childhood

General objective: the end of the course students will have acquired the basics of Pediatrics as well as the ability to use the language specific to the discipline.
Specific objective: the students at the end of the module will be able to assess any clinical issues related to childhood diseases and implement the care plan best suited to the specific pediatric pathology both in hospital and home care

SYLLABUS

Hrs	Frontal teaching
14	Neonatology (care in the delivery room , the healthy newborn, neonatal jaundice , respiratory distress , Neonatal screening , congenital hypothyroidism) • Vitamins • Nutrition • Congenital heart disease • Gastrointestinal diseases (cystic fibrosis, celiac disease , food intolerance , severe diarrhea) • infectious pathology (exanthematous diseases) • Endocrinology (GH deficiency , hypothyroidism , diabetes , adrenal disease) • Pulmonary (pneumonia , bronchiolitis , asthma) • Onco - hematology (anemia , leukemia, lymphoma , Wilms tumor, neuroblastoma) • Nephrology (urinary tract infection , nephrotic syndrome , nephritis) • Clinical Genetics (syndromes, chromosomal abnormalities , monogenic diseases and outline their metabolic diseases
8	Auxology (growth curves) , neonatology (care in the delivery room , the healthy newborn jaundice neonatal respiratory distress , neonatal screening , congenital hypothyroidism) , Vitamins , supply congenital heart disease gastrointestinal diseases (cystic fibrosis, celiac disease , food allergies , diarrhea infectious disease (exanthematous diseases) Endocrinology (GH deficiency , hypothyroidism , diabetes , adrenal disease) Pulmonology (pneumonia , bronchiolitis , asthma) Nephrology (urinary tract infection , nephrotic syndrome , nephritis) Onco - hematology (anemia , leukemia, lymphoma , Wilms tumor, neuroblastoma) clinical genetics (syndromes, chromosomal abnormalities , monogenic diseases and nods on metabolic diseases)
8	Abnormal development of the nervous system and sensory organs discussion of clinical cases and taking care

MODULE
GENERAL PEDAGOGY

Prof.ssa SILVANA NICOLOSI

SUGGESTED BIBLIOGRAPHY

appunti delle lezioni del docente
M. Tarozzi, Pedagogia generale. Storie, idee, protagonisti, Guerini
G. Burgio (a cura di), L'intercultura. I Tamil tra conflitti postcoloniali e pratiche interculturali, Ediesse.
A. M. Ferraresi, R. Gaiani, M. Manfredini, Educazione terapeutica. Metodologia e applicazioni, Carocci.

AMBIT	10318-Scienze propedeutiche
INDIVIDUAL STUDY (Hrs)	45
COURSE ACTIVITY (Hrs)	30

EDUCATIONAL OBJECTIVES OF THE MODULE

Acquisition of the historical and structural knowledge of the main models and theories of acting pedagogy. Awareness of the problems and opportunities of possible educational and training activities with close relationship with the visual processes and their maturity. Capacity to recognize the educational problems in relation to the contexts of visual pathology, to be able to come to an analysis and to know how to prepare proposals for appropriate interventions. Skills on the respective technical language .

SYLLABUS

Hrs	Frontal teaching
2	Presentation of the course and provided training
3	Le origins of Pedagogy
2	Learning: Training
3	Learning: Training
2	Learning : training and self-training
3	Learning : education
2	Learning: formal training, non-formal and informal training
3	Learning: knowledge, skills, competencies
2	Communication: stereotypes and prejudices in the helping relationship
3	Intercultural communication
2	The help relationship with immigrant subjects
3	Self-assessment of acquired skills