

Preterm children

	Knowledge	Skills	Competences
Level 3			
Learning Outcome	She/he describes the three degrees of prematurity and their most common risks.	She/he recognises severe developmental delays and learning difficulties in the context of premature birth.	She/he addresses issues of possible developmental delay to others (e.g. team, parents and relevant others)
Exercise	Please describe the three degrees of prematurity and their most common risks.	Please observe a child with respect to its development in the areas of motor development, daily living skills, play behaviour and language. Please describe anonymously his skills and rename if necessary areas where you suspect a delay or problems.	If you suspect a developmental delay or questions about the level of development of a child - who do you contact and how to try to clarify your guess?
Level 4			
Learning Outcome	She/he knows in depth about the need of support and assistance in the area of life skills, autonomy and stress management for very premature infants.	Together with parents or relevant others she/he defines goals to increase quality of life and is able to set into practice effective interventions.	She/he explains guidelines for parental involvement and is able to pay attention to parental worries, fears and anxieties.
Exercise	What problems in the area of life skills, autonomy and stress management occur in very premature infants frequently? What causes this, what causes are known?	Please tell a nameless example from your practice through a focus of purpose for a child, <ul style="list-style-type: none"> • Have the goals been set together with their parents and who has worked so that parents have reported an improvement in the quality of life of the family. 	Ways in how parents talk about worries, fears and anxieties, may be very different. The differences range from being open and wanting to address via concealing their worries and not wanting to respond. Parental involvement and family support can be very demanding. What resources are you helpful? What attitude towards parents is important to you?

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		<p>What led to the decision to work together on this focus?</p> <p>What support measures have been implemented?</p> <p>Was there something that the parents had particular concern?</p> <p>What was the quality of life from the parents' perspective?</p>	<p>Suppose a student who has just started their career and asks for your recommendations for parental involvement. What guidance would you give?</p>
Level 5			
Learning Outcome	<p>She/he has profound knowledge about long term prognosis for extremely preterm infants. She/he explains expected difficulties as well as expected priorities when working together with parents and families.</p>	<p>She/ he is able to plan prevention perform support processes and uses developmental screening tools.</p>	<p>She/he is able to reflect the impact prematurity might have on quality of life issues and works together with other professionals around the family.</p>
Exercise	<p>Please explain the expected difficulties of extremely preterm infants in terms of learning and school education (within the meaning of assumed long-term predictions). Which themes and priorities can arise from it for working with the parents and the family?</p>	<p>Please use a development assessment that you use for your work area and describe how you use it for planning prevention and promotion (incl. Any critical remarks).</p>	<p>How important is networking with other professionals in your work?</p> <p>What are your objectives in the cooperation?</p> <p>Methods for a specific approach (e.g. TAC - team around the child)?</p>