

APPROVED
by the College's Council
decision No 4.2 from 21.03.2017.

Operational programme of the modules for the Curriculum of Childminder
Full time programme (school-based) form of study

Module no	Title of Module			Volume ECVET
1	CAREER PLANNING AND BASICS OF ENTREPRENEURSHIP			6 ECVET
Aim: the studies are aimed at the student to handle the planning of his or her career in a modern economic, entrepreneurial and work environment based on the principles of lifelong learning.				
Requirements for commencement of the module: None				
Teachers: Piret Tamme, Katrin Kivisild, Milvi Moks				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Understands his/her responsibility in decision-making in the life-long career planning process.	1. Analyses his/her personality upon guidance and describes his/her weaknesses and strengths. 2. Associates vocational, speciality and professional training requirements with opportunities for employment in the labour market. 3. Finds independently information on the labour market, specialities and study opportunities. 4. Finds independently information on practical trainings and jobs. 5. Using a guide, prepares	- Introducing the possibilities of creating e-portfolios (integrated with computer training) - Self-analysis based on the <i>Childminder level 4 vocational standard</i> . - Searching for information on labour market opportunities in the work placement environment in employment agencies - A mini-lecture on the application process - A mind map for the practical training application process - Practical work	- Practical work: targeting for office work studies using the GROW model - Practical complex task: information search on the possibilities of practical training, formalizing documents and letter of application for the practical training place, compiling self-analysis based on the practical training aims, setting an individual practical training task, participating in an interview to apply for a practical	1. Career planning contact learning including practical work and independent work 1 ECVET - Self-awareness (personality traits, self-esteem, values) - Learning opportunities and the labour market - Labour market and its changes in childcare and social services, demand and supply, competition, trends, forecasts. - Vocational standards, vocation and vocational skills, vocational-preferences and risks on the example of the speciality of childminder.

	<p>electronic application documents (CVs, including letter of motivation in foreign language, application) based on the good practice of document formalizing.</p> <p>6. Prepares for and participates in an example job interview.</p> <p>7. Under supervision, draws up his/her short and long term career plan.</p>	<p>(document formalizing (integrated with the document work module, English and Russian language)</p> <ul style="list-style-type: none"> - Socio-drama (job interview for a practical training placement) 	<p>training.</p>	<ul style="list-style-type: none"> - Planning and career decision making (career information sources and career information search, lifelong learning, job search methods, application documents, job interview) - Creating a personal, short and long term career plan
<p>2. Understands the nature of the economy and the functioning of the economic environment.</p>	<p>8. Describes his/her economic needs based on limited resources.</p> <p>9. Explains the nature of the market economy through supply and demand and market balance.</p> <p>10. Prepares his/her household's monthly budget electronically based on a given instruction.</p> <p>11. Lists the direct and indirect taxes in force in Estonia.</p> <p>12. Fills out a sample income tax return electronically on the basis of the information given in the instructions.</p> <p>13. Independently finds information on major banking services and the opportunities and responsibilities along with them.</p> <p>14. Uses the national</p>	<ul style="list-style-type: none"> - Practical task (planning one's weekly expenses, mapping actual expenses and analysis) - An engaging lecture on the functioning of the market economy and its characteristics - Brainstorming on the functioning of a market economy - Information search and team work on taxes in Estonia - Practical work: sample tax return on the basis of the information provided 	<ul style="list-style-type: none"> - Analysis of supply and demand for office supplies in the context of local business environment - Practical work: drawing up a tax return - Information search from the information gateway 	<p>2. Economy</p> <p>Contact learning including practical work and independent work 1 ECVET</p> <ul style="list-style-type: none"> - Me and the economy. - Limited resources and unlimited needs - Basic economic choices. - Supply and demand; - Market balance. Market Price - Taxes; the role of the state in the economy; direct and indirect taxes; - Banks operating in Estonia. Banking services, including loans.

	information system “E-government” for guidance in the economic environment.	- Information search for economic information		
3. Reflects on its role in the business environment.	<p>15. Describes the business environment in Estonia in his/her field of study as a team work.</p> <p>16. Independently compares his/her options as an employee based on the business environment.</p> <p>17. Describes the principles of responsible entrepreneurship as a teamwork.</p> <p>18. Explains in a teamwork the business activities of one company and the business environment affecting it.</p> <p>19. Describes as a teamwork, the impact of cultural differences on a company's business.</p> <p>20. Describes and analyses the business idea of a company based on an example of a field of study and elaborates a simplified business plan electronically based on a given instruction.</p>	<p>- An engaging lecture on entrepreneurship</p> <p>- Information search on business environment/business grants</p> <p>- Mind map: opportunities for employees and entrepreneurs to enter the labour market</p> <p>- Discussion of business environment and impact on business</p> <p>- Interactive board on the influence of different cultures on the company's economic activity.</p> <p>- Creating an electronic sample business plan (integrated with computer training)</p>	<p>- Teamwork analysis of the local business environment</p> <p>- Practical work: Benchmarking of business opportunities as an employee or entrepreneur</p> <p>- Practical work: mapping the principles of responsible entrepreneurship through a collaborative tool</p> <p>- Case study as a teamwork: Impact of intercultural differences on company economic performance</p> <p>- Introducing and presenting a business idea in the field of study</p> <p>- Preparing a simplified business plan based on the guide</p>	<p>3. Entrepreneurship</p> <p>Contact learning including practical work and independent work 1 ECVET</p> <ul style="list-style-type: none"> - Business environment (political, economic, social, technological) - The situation of entrepreneurship in Estonia and in the home county - The benefits and challenges of entrepreneurship. - Differences between entrepreneur and employee. - Finding and evaluating business ideas; the nature and model structure of the business plan; preparation of business plan.
4. Understands his/her rights and responsibilities in working environment.	<p>21. Lists and explains independently the basic rights and obligations of the employer and employees to ensure a safe working environment.</p> <p>22. Recognizes and describes in</p>	<p>- Search for information on the National Strategy on Health and Safety at Work</p> <p>- The fundamental rights and obligations of the employer and the</p>	<p>- Complex Task: Analysis of office worker's work environment and work organization: main hazards, risk factors due to the nature of work environment</p> <p>- Practical work: differences</p>	<p>4. Health and Safety at Work</p> <p>Contact learning including practical work and independent work 0,5 ECVET</p> <ul style="list-style-type: none"> - Introduction to the work environment. - National strategy for the

	<p>team work the general physical, chemical, biological, psychosocial and physiological hazards of the work environment and measures to reduce them.</p> <p>23. Recognizes a workplace accident and independently lists the rights and obligations of the employee in relation to the accident as provided by the law.</p> <p>24. Describes fire prevention possibilities and his/her own actions in the event of a fire in the work environment.</p> <p>25. Finds case sources independently from a variety of sources, including occupational health and safety information electronically.</p> <p>26. Independently finds information on employment contracts, working time arrangements and vacations in the Employment Contracts Act.</p> <p>27. Identifies the main differences between an employment contract, a contract of services and an agency contract, and describes the employee's statutory rights, obligations and responsibilities based on</p>	<p>employee in respect of the working environment</p> <ul style="list-style-type: none"> - Creating a mind map as a team on workplace hazards. - Drawing a flowchart of the office worker's action in the event of a fire (based on safety instructions available at the college) - Case study on labour law - Discussion: differences between an employment contract, a contract of services and an agency contract - Group work on the rights and obligations of the students on the basis of the colleges internal rules and study arrangement rules. - Discussion of the need for document management within an organization - Practical work (preparing a practical training application by letter and sending previously completed practical training documents by e-mail) 	<p>between an employment contract, a contract of service and an agency contract</p> <ul style="list-style-type: none"> - Calculating time and piecework pay, sickness benefit, holiday pay - Report on the discussion on the need for document management in the organization - Practical training application via e-mail 	<p>working environment. Structures dealing with the working environment. The importance of maintaining working capacity.</p> <ul style="list-style-type: none"> - Organization of work environment work. - Rights and obligations of the employer and the employee. - Risk analysis - Measures to reduce the impact of risk factors. - Different sources of work environment information. - Accidents at work (rights and obligations); occupational diseases - Fire safety <p>5. Legal basis for employment</p> <p>Contact learning including practical work and independent work 1 ECVET</p> <ul style="list-style-type: none"> - Finding employment information - Contractual relations at work (definition of contract; conclusion, amendment and termination of contracts, types of contract). - Solving work-related disputes. Employees' trustee. - Description of the work - Remuneration and social
--	---	---	--	---

	<p>the Employment Contracts Act.</p> <p>28. Calculates the piecework and gross and net earnings based on economic results, temporary compensation for temporary incapacity of employment, according to the instructions given.</p> <p>29. Prepares and formalises independently the electronic letter of initiation and response and the e-mail, including digital signing using the guide given.</p> <p>30. Describes independently the need for document storage in an organization and associates it with personal records storage.</p>			<p>security.</p> <p>6. Administration and document management Contact learning including practical work and independent work 0,5 ECVET</p> <ul style="list-style-type: none"> - Administration and document management in the organization - Document generation, general documentation requirements. - Compilation and formalization of e-mail. - Preparation and formalization of the initiative letter, reply letter. - Using a word processor to format documents. - Necessity of keeping and preserving documents, conditions of preservation of documents, storage periods, destruction of documents.
<p>5. Behaves in a way that supports interaction.</p>	<p>31. Uses verbal and non-verbal communication appropriate to the situation in both native language and foreign language.</p> <p>32. Uses a variety of communication tools, including good practices for telephone and internet communication</p> <p>33. Follows generally accepted</p>	<ul style="list-style-type: none"> - Engaging lecture on the basics of communication - As teamwork formulating general well-known behaviour habits in solving problems. - Socio-drama on solving situation occurring in an office 	<ul style="list-style-type: none"> - Complex assignment: an office role play involving both direct communication and telephone conversations with an Estonian and foreign language client 	<p>7. Basics of communication Contact learning including practical work and independent work 1 ECVET</p> <ul style="list-style-type: none"> - Verbal and non-verbal communication. - Formal and informal communication; telephone communication; Internet communication and social networks;

	<p>behaviour practices.</p> <p>34. Explains the preconditions for effective teamwork.</p> <p>35. Describes cultural differences in communication as a teamwork based on the guide.</p>	<ul style="list-style-type: none"> - Lecture on the methodology of problem-solving - Practical work (telephone communication) - Practical work (writing an e-mail according to the w-mail writing standards) 		<ul style="list-style-type: none"> - Written communication. - Communication with people from different cultures, - The etiquette of communication and behaviour at work. - Conflicts and error situations and their causes. Dealing with conflicts. - Group and team, stages of development. - Principles of teamwork.
Independent work in the module	<ol style="list-style-type: none"> 1. Explores the possibilities of creating a portfolio and creates a portfolio. 2. Prepares and formalizes necessary documents to apply for practical training/job (application, CV, letter of motivation). 3. Examines the materials of occupational health and safety on the website of the Labour Inspectorate. 			
Formation of the module grade	<p>Nondistinctive assessment is used in the module. Prerequisite for assessment is participation in the discussions.</p> <p>Final grade to the module is formed on the basis of electronic portfolio and its presentations:</p> <ul style="list-style-type: none"> - practical complex task (information search on the possibilities of practical training, formalizing the documents and letter of application for the practical training, compiling a self-analysis based on the practical training objectives, setting individual practical training task, participating in the application interview for the practical training, targeting one's studies using the GROW model (1, 2, 3, 4, 5, 6, 7)); - Analysis of supply and demand, based on the local business environment (8, 9, 10, 11, 15, 16, 17, 18, 19, 20); - Practical work - drawing up a tax return (12); - Information search from the information gateway (13, 14); - Complex task on the analysis of the child minders work environment and work organization, risk evaluation of the work environment, analysis on preparing, signing and storing documents on work safety (21, 22, 23, 24, 25); - Practical work: to map the differences between employment contract, a contract of service and an agency contract (26, 27,28); - Report on the discussion on the need for document management in an organization (30); - Application for a practical training placement as an e-mail (29); - Complex task (role play connected to the work of a child minder which includes direct and telephone conversation with a native language and foreign language client (31, 32, 33, 34, 35). 			
Assessment criteria	<ol style="list-style-type: none"> 1. Analyses one's personality upon instruction and describes one's strengths and weaknesses. 2. Associates vocational, speciality and and professional training requirements with opportunities for employment in the labour market. 			

3. Independently finds information on the labour market, specialities and study possibilities.
4. Finds independently information on practical trainings and jobs.
5. Using a guide, prepares electronic application documents (CVs, including letter of motivation in foreign language, application) based on the good practice of document formalizing.
6. Prepares for and participates in a sample job interview.
7. Under supervision, draws up his/her short and long term career plan.
8. Describes his/her economic needs based on the limited resources.
9. Explains the nature of the market economy through supply and demand and market balance.
10. Prepares his/her household's monthly budget electronically based on a given instruction.
11. Lists the direct and indirect taxes in force in Estonia.
12. Fills out a sample income tax return electronically on the basis of the information given in the instructions.
13. Independently finds information on major banking services and the opportunities and responsibilities along with them.
14. Uses the national information system "E-government" for guidance in the economic environment.
15. Describes the business environment in Estonia in his/her field of study as a team work.
16. Independently compares his/her options as an employee based on the business environment.
17. Describes the principles of responsible entrepreneurship as a teamwork.
18. Explains in a teamwork the business activities of one company and the business environment affecting it.
19. Describes as a teamwork, the impact of cultural differences on a company's business.
20. Describes and analyses the business idea of a company based on an example of a field of study and elaborates a simplified business plan electronically based on a given instruction
21. Lists and explains independently the basic rights and obligations of the employer and employees to ensure a safe working environment.
22. Recognizes and describes in team work the general physical, chemical, biological, psychosocial and physiological hazards of the work environment and measures to reduce them.
23. Recognizes a workplace accident and independently lists the rights and obligations of the employee in relation to the accident as provided by the law.
24. Describes fire prevention possibilities and his/her own actions in the event of a fire in the work environment.
25. Finds case sources independently from a variety of sources, including occupational health and safety information electronically.
26. Independently finds information on employment contracts, working time arrangements and vacations in the Employment Contracts Act.
27. Identifies the main differences between an employment contract, a contract of services and an agency contract, and describes the employee's statutory rights, obligations and responsibilities based on the Employment Contracts Act.
28. Calculates the piecework and gross and net earnings based on economic results, temporary compensation for temporary incapacity of employment, according to the instructions given.
29. Prepares and formalizes independently the electronic letter of initiation, response and the e-mail, including digital

	<p>signing using the guide given.</p> <p>30. Describes independently the need for document storage in an organization and associates it with personal records storage.</p> <p>31. Uses verbal and non-verbal communication appropriate to the situation in both native language and foreign language.</p> <p>32. Uses a variety of communication tools, including good practices for telephone and internet communication</p> <p>33. Follows generally accepted behaviour practices.</p> <p>34. Explains the preconditions for effective teamwork.</p> <p>35. Describes cultural differences in communication as a teamwork based on the guide.</p>
Study literature/study materials	<p>Materials needed for students independent work:</p> <ol style="list-style-type: none">1. Career information website www.rajaleidja.ee2. Amundson, N., Poehnell G., Karjääriteed. Eesti Töötukassa. 20113. Karjääriplaneerimine. Töölehtede kogumik kutseõppeasutuse õpilasele I, II, III. Integratsiooni ja Migratsiooni Sihtasutus Meie inimesed, 20134. Portfolio course blog (http://portfooliokursus.wordpress.com/lugemismaterjal-1/erinevad-e-portfoolio-tarkvarad-tuubid-standardid/).5. Mc Kay, M., Davis, M., Fanning, P., Suhtlemisoskused. 20046. Suppi, K. Ettevõtlusõpik- käsiraamat. Atlex, 20137. Enterprise Estonia (EAS) www.eas.ee8. Ettevõtluse ja äriplaani koostamise alused http://www.e-ope.ee/_download/euni_repository/file/2168/Ettevõtlus_2011%20tekst.pdf9. Kulu, L. Majandusõpik gümnaasiumile. Ermecol, 201110. Ministry of Finance www.fin.ee11. Randma, T. Ettevõtluse alused. Infotrükk, 200812. Suppi, K. Ettevõtlusõpik- käsiraamat. Altex, 201313. Tax and Customs Board www.emat.ee14. Commercial Code https://www.riigiteataja.ee/akt/10207201306315. Ministry of Social Affairs. Töökeskkonna käsiraamat http://www.ti.ee/ott/raraamat.pdf16. Occupational Health and Safety Act. https://www.riigiteataja.ee/akt/10607201206017. Employment Contracts Act. https://www.riigiteataja.ee/akt/12212201203018. Law of Obligations Act. https://www.riigiteataja.ee/akt/111062013009

Module no	Title of Module	Volume ECVET
2	SUPPORTING THE ENVIRONMENT FOR CHILD'S GROWTH	5 ECVET, incl practical training 1 ECVET*

Aim: The studies are aimed at the student to be able to design a supportive, safe and developing growth environment for the child.

Requirements for commencement of the module: "Career Planning and Basics of Entrepreneurship" (topic work health care and safety is completed or currently being completed.)

Teachers: Maire Kivimurd, Birgit Nicolau Costa, Jaana Sepp, Katrin Kivisild

Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Designs a safe and playful growing environment for the child taking into account the child's individuality, based on the existing legislation.	1. Finds the requirements set for the childminder and to the service of childminding by using ICT tools and explains their usage in managing one's work by examples. 2. Explains the principles of designing a safe work environment based on work safety, work health care and hygiene rules.	- Information search for speciality information - Integrated lecture with e-support - Problem-solving task on designing an environment - Practical learning on home economics	- Practical work with presentation (1, 2, 9, 10) - Risk analysis of the growing environment (3, 4) - Problem-solving task (5, 6, 7, 8)	Topics 1. Requirements set for providing the childminding service - professional information (legal acts regulating the childminding service)
2. Evaluates the hazards of the growing environment and prevents dangerous situations by taking into account the child's individuality and environmental conditions.	3. Evaluates the physical, chemical, biological, physiological and psychological risk factors of the child's growing environment and compiles a risk analysis based on the legal acts on work safety, work health care and hygiene rules and taking into account child's wellbeing including during practical training. 4. Explains the possibilities of minimizing the safety risks in designing a safe and			2. Risk factors of the growing environment - physical, chemical, biological risk factors based on the individual child; - physical, mental and social risk factors; - risk assessment and minimizing; 3. Designing the child's growing environment - physical, mental and social growing environment; - cooperation with network;

developing growing environment based on the risk analysis of the growing environment and taking into account the child's individuality, including during practical training.

5. Cooperates with the child's network to design a safe and developing growing environment for the child by following the principles of professional ethics and confidentiality and using different communication channels, including during practical training.

6. Together with a network designs a safe and developing growing environment for the child taking into account the child's individuality, age and needs and minimizes environmental risks, including during practical training.

<p>3. Notices possible manifestations of abuse and links them with possibilities of intervention.</p>	<p>7. Explains the nature and manifestations of abuse to the child by using examples; 8. Describes the principles and possibilities of intervention in case of abuse based on the child's wellbeing and rights, families needs and the legislation regulating the field;</p>			<ul style="list-style-type: none"> - Basics of child protection and social welfare - Social welfare in Estonia - Principles of social politics in the republic of Estonia and legal acts in the field of child protection - Organisation of child protection - Social problems in the field of child protection - Child abuse - nature, manifestations and prevention. - Social services and benefits, including to the child with special needs; application for benefits. - Rehabilitation system - team, activities and services; helping a child in danger and a child needing help.
<p>4. Plans and performs domestic and cleaning chores using household utensils while following the safety requirements.</p>	<p>9. Plans and performs by following the requirements and involving the child in domestic chores, including during practical training. 10. Uses household utensils and work techniques by following safety requirements, including during practical training.</p>			<p>4. Household and cleaning chores</p> <ul style="list-style-type: none"> - planning - cleaning agents and techniques - safe usage of household appliances and cleaning agents
<p>Independent work in the module</p>		<p>1. Preparing and formalizing a presentation on the requirements to child care services/risk analysis 3. Compiling and formalizing the portfolio</p>		

Formation of the module grade	Nondistinctive assessment of the module. Prerequisite to assessment is participation in contact classes and completing practical training. Module grade is formed based on the assessments to the independent works and assessment tasks.
Study literature/study materials	<ol style="list-style-type: none">1. Home page of Ministry of Social Affairs http://www.sm.ee/2. Home page of Social Insurance Board http://www.sotsiaalkindlustusamet.ee/?lang=et3. Home page of The Estonian Chamber of Disabled People http://www.epikoda.ee/4. Social Welfare Act RT I, 30.12.2015, 55. Republic of Estonia Child Protection Act RT I, 06.12.2014, 16. Occupational Health and Safety Act RT 1999, 60, 6167. Lecture materials8. College's Guide to Writing and Formatting Student Papers

Module no	Title of module	Module volume ECVET		
3	SUPPORTING THE CHILD'S DEVELOPMENT	15 ECVET, including practical training 7 ECVET		
<p>Aim: the studies are aimed at the student to manage planning and conducting playful and self-sufficient activities supporting child's comprehensive development and cooperating with network.</p>				
<p>Requirements for commencement of the module: Module „Supporting the Environment for the Child's Growth“ is currently being passed</p>				
<p>Teachers: Birgit Nicolau Costa, Marje Riis, Ethel Espenberg, Alice Pehk, Marju Johanson, Maire Kivimurd, Signe Vaabel</p>				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics
<p>1. Supports the development of a child including an infant while taking into account the child's individuality.</p>	<p>1. Develops a plan of activities integrating the development of playing, cognitive, learning, social and self-sufficient skills taking into account the child's individuality, including during practical training.</p> <p>2. Describes and demonstrates playful techniques promoting the child's development and one's own influence as a childminder based on one's own practical experience and practical training.</p> <p>3. Describes the child's including infants stages of language and speech development and points out the developmental risks.</p>	<p>- Information search for professional information</p> <p>- Integrated lecture with e-support</p> <p>- Problem-solving task</p> <p>- Practical learning/ simulation</p> <p>- Study visit</p>	<p>- Practical work (2, 9 13)</p> <p>- Problem-solving task (playing and playful techniques, (5, 6, 7)</p> <p>- Demonstration (2, 15)</p> <p>- Independent work (1, 3, 4, 8, 11, 12)</p> <p>- Oral presentation (8, 12)</p> <p>- Group work (10, 14)</p>	<p>1. Supporting the child's development</p> <ul style="list-style-type: none"> - speech and its development - cognitive, learning and social development - physical, including motor development <p>2. Child-centred upbringing in everyday activities</p> <ul style="list-style-type: none"> - creating positive self-esteem and sense of worthiness - creating values - directing behaviour - cooperation with parents - individual approach - activities with a group of children - role of a childminder <p>3. Activities supporting the development of the speech</p> <p>4. Activities supporting the socio-emotional development;</p>

	<p>4. Describes the possibilities of playful intervention in supporting the child's speech development based on the instructions of a supporting specialist and taking into account the principles of professional ethics.</p> <p>5. Explains the principles of child-centred upbringing in everyday activities in developing the child's individuality and positive self-esteem taking into account cultural traditions.</p>			<p>5. Establishing an emotional relationship</p> <ul style="list-style-type: none"> - feeling affection in caring for an infant
<p>2. Creates child's values and positive behavioural habits in cooperation with parents/responsible persons, taking into account cultural characteristics.</p>	<p>6. Describes the factors deriving from the cultural characteristics and influencing the child's development in forming group relationships.</p> <p>7. Describes the roles of the members of the network including one's own role in designing child's values supported by literature and professional ethics.</p>			<p>6. Professional-ethics and behaviour in multicultural environment</p> <ul style="list-style-type: none"> - Estonian culture - Different religions - Values and traditions of different cultures in upbringing - Playing - Planning a game - Supervising a game - Development and promotion of playing skills - Levels of social game - Different types of games
<p>3. Plans, conducts and analyses playful and creative activities taking into account the child's individuality.</p>	<p>8. Compiles and presents using ICT tools a compilation of games, creative outdoor and indoor</p>			<p>7. Developing creativity</p> <ul style="list-style-type: none"> - Instructing creative activities - Planning and conducting creative activities

	<p>activities suitable for children in all ages, also usable during practical training.</p> <p>9. Plans, conducts and evaluates playful activities and/or creative activities using ICT tools including during practical training.</p>			<ul style="list-style-type: none"> - tales and fairy tales - manual activities - musical activities - exploration learning <p>8. Games and musical activities with an infant</p>
<p>4. Develops child's self-service and self-regulation skills in everyday activities.</p>	<p>10. Describes the supporting of the child's self-service skills in planned activities in the child's daily routine taking into account the child's individuality.</p> <p>11. Describes based on one's practical training experience one's activities in supporting the child in managing his/her emotions in different behavioural situations taking into account the child's individuality.</p> <p>12. Compiles and presents using ICT tools compilation of activities suitable for children aged 0-1 based on professional literature.</p>			<p>9. Designing the skills of self-service</p> <ul style="list-style-type: none"> - eating, - hygiene procedures - toilet procedures - clothing - supporting social development - child-entered upbringing principles - techniques of individual and group work <p>10. Movement and moving</p> <ul style="list-style-type: none"> - infant exercising - swimming with infant <p>11. Designing child-centred daily routine</p>
<p>5. Supports the infant's development via caring activities and other suitable activities in cooperation with parents/ responsible persons.</p>	<p>13. In agreement with parent/responsible person performs infant's caring activities taking into account the safety requirements.</p>			<p>12. Safety equipment for an infant</p> <p>13. Professional ethics</p> <p>14. Care activities</p> <ul style="list-style-type: none"> - feeding, - hygiene activities - health monitoring

	<p>14. Explains the importance and principles of creating a daily routine depending on the child's development.</p> <p>15. Demonstrates on a doll everyday caring activities of an infant including feeding, hygiene activities, moving.</p>			
Independent work in the module	Compiling an action plan (1); report on the stages of the child's speech development (3, 4); compiling a compilation of children's games and creative activities (8, 12); description of a behavioural situation based on an experience from practical training (11)			
Formation of the module grade	<p>Nondistinctive assessment is used in the module. Prerequisite for assessment is participation in contact classes and completing practical training.</p> <p>Module grade is formed on the assessment of independent work and assessment tasks.</p>			
Study literature/study materials	<ol style="list-style-type: none"> 1. Daniels, E.R, Stafford, K. (2009). Erivajadusega lapse kaasamine „Hea Algu“ 2. Kabanen, K. (2010). Loovtegevused läbi mängu. Ilo. 3. Lecture materials 4. College's Guide to Writing and Formatting Student Papers 			

Module no	Title of module		Module volume ECVET	
4	HEALTH PROMOTION OF THE CHILD		10 ECVET, including practical training 2 ECVET	
<p>Aim: The studies are aimed at the student to acquire knowledge on a child's health, health risk factors and child's health promotion and skills to care for an infant/young child (including sick child) as well as to give first aid.</p>				
<p>Requirements for commencement of the studies: None</p>				
<p>Teachers: Maire Kivimurd, Roman Samorodin, Kaido Voogla</p>				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics of the module
1. Observes the child's health condition and reacts to any changes, if necessary, gives first aid taking into consideration the child's individuality.	1. Explains one's activities in case the child's health condition changes taking into account the health indicators and based on the network's agreements, including during practical training. 2. Demonstrates giving first aid in life-threatening conditions, injuries and accidents taking into account the child's anatomical-physiological and age-related special characteristics. 3. Documents the activities according to the previously agreed order.	<ul style="list-style-type: none"> - Integrated lecture with e-support - Problem-solving task - Practical learning/simulation - Group work - Independent work 	<ul style="list-style-type: none"> - Demonstrating and documenting (caring for a sick child 2, 3, 4, 6) - Situation task (1, 5, 6) - Compiling an information leaflet (4) - Group work (7, 8, 9) 	1. Factors hazardous to the child's health <ul style="list-style-type: none"> - situations which are hazardous to health 2. First aid <ul style="list-style-type: none"> - Principles of giving life saving and ongoing first aid. - differences in first aid in case of a child and an adult - investigating a casualty - evaluating the condition - vital signs - activities in the site of accident - clinical death - resuscitating a child - life-threatening conditions
2. Notices factors hazardous to	4. Measures, evaluates and			3. Promoting child's health

<p>the child's health and prevents the possibly dangerous situations to the child's health.</p>	<p>documents child's vital signs (pulse, temperature, respiratory rate, excretion, etc.) by using appropriate methods and instruments, including during practical training.</p> <p>5. Evaluates child's condition and the need for calling for help in case of life-threatening conditions, accidents and traumas, including during practical training.</p>			<p>4. Preventing injuries and accidents in different environments</p> <ul style="list-style-type: none"> - Traumas - Intoxications
<p>3. Plans, performs and analyses activities promoting child's health taking into account child's individuality.</p>	<p>6. Describes factors affecting health</p> <p>7. Plans, in cooperation with network and evaluates the activities promoting child's health by following child's daily routine, including during practical training.</p>			<p>5. Daily routine</p>
<p>4. Cares for a child including an infant in a childcare facility or in home environment according to the doctor's instructions, one's own competences and agreements.</p>	<p>8. Explains the principles of administration of food supplements and medicines to a child with chronic disease.</p> <p>9. Demonstrates caring activities on a simulation mannequin appropriate to the child's health condition taking into account the instructions and agreements.</p>			<p>6. Caring for a sick child</p> <ul style="list-style-type: none"> - evaluating the health condition - children's diseases and their symptoms - caring for a sick child (caring activities) - child minders hygiene

5. Ensures appropriate nutrition according to the child's health condition.	10. Explains the principles of compiling a balanced and varied nutrition plan based on a child's health condition. 11. Compiles in cooperation with network a menu taking into account the child's age and diet, if necessary prepares the food.			7. Nutrition according to the health condition <ul style="list-style-type: none"> - Food and health - Basics of healthy nutrition - Special characteristics of nutrition in children - Principles of nutrition in case of illnesses (including diets), following the principles of food quality and hygiene.
Independent work	Documenting vital signs (2), compiling an information leaflet and a nutrition plan (4,8,9), health promotion action plan (7). Documenting health indicators (2), compiling information leaflet and nutrition plan (4, 8, 9), health promotion action plan (7)			
Formation of the module grade	Nondistinctive assessment is used in the module. Prerequisite for assessment is participation in contact classes and completing practical training. Completing first aid course in full volume is obligatory. Module grade is formed on the assessment of independent work and assessment tasks.			
Study literature/study materials	1. Asperg, M., Hõrrak, E. jt. (2011). Hooldus erinevate haiguste korral ja ravimiõpetuse alused. Tallinn: INNOVE 2. Tegevusjuhendaja käsiraamat. (2010). Tervise Arengu Instituut			

Module no	Title of Module	Volume ECVET		
5	COLLABORATION WITH THE PARENT OR A CUSTODIAN	3 ECVET, including practical training 2 ECVET		
Aim: The studies are aimed at the student to be able to communicate with the family and give feedback to the family on the child's development.				
Requirements for commencement of the studies: None				
Teachers: Birgit Nicolau Costa, Katrin Kivisild, Piret Tamme				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics
1. Meeting and cooperating with the family while taking into account the child's interests and family values.	1. Familiarizes oneself with the family's background and cultural traditions by using different communication channels, including during practical training. 2. Describes the cooperation and involvement of the parent/custodian in the child's everyday activities when creating values and supporting development.	- Integrated lecture with e-support - Active listening - Role plays - Practical tasks	- Interview(1) - Solving situation tasks (2, 3, 4)	1. Networking - Compiling the network map 2. Communication - Communication, stages - Active listening - Assertive behaviour techniques - Influencing, considering the parent 3. Communication and the exchange of information
2. Communicates with the family and gives feedback on the child's development and activities.	3. Gives the parent/responsible person relevant feedback on the child's development and everyday activities using suitable communication channels, including during practical training.			4. Techniques of giving feedback 5. Communication in conflict situations 6. Clear self-expression and use of language.

	4. Communicates with the parent/responsible person following the requirements of confidentiality, including during practical training.			
Independent work in the module	Electronic essay on the topic of value-based involvement of a parent in supporting the child's development.			
Formation of the module grade	Nondistinctive assessment is used in the module. Prerequisite for assessment is participation in contact classes and completing practical training. Module grade is formed on the assessment of independent work and assessment tasks.			
Study literature/study materials	<ol style="list-style-type: none"> 1. Klefbek, J.(2001). Laps ja võrgustikutöö. Tallinn: Omanäolise Kooli Arenduskeskus. 2. Laukkanen, E. (2008). Kuidas aidata psüühikaprobleemidega noorukit. Tallinn: Medicina 3. Lecture materials 			

Module no	Title of Module		Module volume ECVET	
6	CHILDMINDING OF A CHILD WITH SPECIAL NEEDS		12 ECVET, including practical training 3 ECVET	
Aim: The studies are aimed at the student to be able to manage instructing and caring for a special child and a child with special needs.				
Requirements for commencement of the studies: Modules „Supporting the Environment for Child's Growth", "Supporting the Child's Development" and "Collaboration with a Parent or a Custodian" are currently being completed.				
Teachers: Birgit Nicolau Costa, Signe Vaabel, Marju Johanson, Marika Merits				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics
1. Collects information on the child's special needs using different sources and following the principles of professional ethics.	1. During an interview asks for information about the child's special needs from the parent / responsible person. 2. Collects information from case-based networking by getting acquainted with the documentation.	- Integrated lecture with e-support - Active listening and documenting - Information search and documenting - Practical work	- Compiling an action plan as a group work (2) - Compiling a child's profile (1) - Practical work (2, 3, 4) - Compiling a concept map (3)	1. Types of special needs, causes and severity scale - developmental and educational special needs - physical disability - sensory disability - speech disorder - intellectual disability - complex disability - ADHD - ambiguous disorder - autism spectrum disorder - special needs caused by chronic conditions (diabetes, epilepsy, asthma, etc.) - giftedness - sexual behaviour guidance
2. Plans and conducts activities while motivating and	3. Plans and conducts activities in cooperation			2. Using alternative communication in developing

<p>instructing the child in cooperation with the child's network.</p>	<p>with a parent/responsible person taking into account the child's development and the aims set as well as on the individual development plan in case it exists.</p> <p>4. Adapts child's daily routine, growing environment and planned activities in case any changes occur.</p>			<p>the child with special needs and in ensuring safety.</p> <p>3. Caring for a child with severe disability</p> <p>4. Compiling individual developmental plan</p> <p>5. Gathering information</p>
<p>3. Creates a caring and tolerant environment to include the child with special needs to the group, supports the child in using assistive devices.</p>	<p>5. Creates a caring and tolerant environment to include a child with special needs into the group's activities.</p> <p>6. Uses techniques that support the child when calming him/her, adapting and including him/her into activities according to the situations, taking into account one's skills and the child's needs.</p> <p>7. Creates physical environment which supports the coping of a child with special needs taking into account the individuality of the child.</p>			<p>6. Adapting the environment</p> <p>7. Using assistive devices</p> <p>8. Types of assistive devices</p> <p>9. Adapting assistive devices</p> <p>10. Teaching the usage of assistive devices</p>
<p>4. In cooperation with the network supports the child's strengths by motivating and instructing the child in everyday activities.</p>	<p>8. Instructs and helps the child in using assistive devices according to the existing devices and takes into account the</p>			<p>11. Involving a team</p> <p>12. Conducting interviews</p> <p>13. Documentation</p> <p>14. Observations</p>

	<p>individuality of the child.</p> <p>9. Identifies by observing the child in cooperation with parent/responsible person his/her strengths including developmental potential, based on documentation and interviews with parent/responsible person.</p> <p>10. Describes the cooperation with other specialists and local authority in supporting the child's development in everyday activities.</p>			
Independent work in the module	Compiling a profile of the child (1)			
Formation of the module grade	<p>Nondistinctive assessment is used in the module. Prerequisite for assessment is participation in contact classes and completing practical training.</p> <p>Module grade is formed on the assessment of independent work and assessment tasks.</p>			
Study literature/study materials	<p>1. Daniels, E.R, Stafford, K. (2009). Erivajadusega lapse kaasamine Hea Algu“</p> <p>2. Kabanen, K. (2010). Loovtegevused läbi mängu. Ilo.</p> <p>3. Liivamägi, J. (2006). Laste- ja noortepsühhiaatria. Medicina.</p> <p>4. Lecture materials</p> <p>5. College's Guide to Writing and Formatting Student Papers.</p>			

ELECTIVE STUDIES MODULES

Module no	Title of Module				Module volume ECVET
1	FOREIGN LANGUAGE (Russian language)				3 ECVET
Aim: The studies are aimed at the student being able to manage with caring for and instructing a special child and a child with special needs.					
Requirements for commencement of the studies: None					
Teachers: Ene Kotkas					
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics	
1. Understands the speech and texts connected to everyday situations. 2. Makes conversation and exchanges information on familiar topics.	1. Understands simple talk and texts connected to everyday situations. 2. Communicates and exchanges information with a child and his/her parent speaking foreign language as a native language. 3. If necessary, supports the child speaking the foreign language as a native language in everyday activities in his/her native language.	- Listening - Reading - Dialogue - Compiling a text - Independent work	- Roleplays (2,3) - Participation in dialogues (2,3) - Storytelling (2)	1. Food products. interior furnishing, health conditions, playing and toys. 2. Human being: personal characteristics, activities. 3. Situations: in a store, at the doctor's, in a cafe, etc. 4. Dialogue: introducing oneself, greetings, phone calls, saying thank you.	
Independent work in the module	Independent reading, translating, writing and telling a little story.				
Formation of the module grade	Nondistinctive assessment is used in the module. Prerequisite for assessment is participation in contact				

	classes and completing practical training. Module grade is formed on the assessment of independent work and assessment tasks.
Study literature/study materials	<ol style="list-style-type: none">1. Metsa, A., Titova, L. (2012). Добро пожаловать. Tallinn: Koolibri.2. Raeste, E., Štšadneva, V., Vaigla, E., Karasjova, N. (2007). Vene-eesti tervishoiu ja sotsiaaltöö sõnastik. Tartu-Paide: Kuma.3. Schmidt, J. (2003). Vene keele grammatika käsiraamat. Tallinn: Koolibri.4. Ummus, H., Zenkovitš, J. (1995). Eesti-vene ja vene-eesti meditsiinivestmik. Tallinn: Pangloss.5. Vedina, L. (2011). Vene keele algkursuse ABC 1 õppematerjalid . Tartu: TÜ Keelekeskus.6. Головкин О. В. (2006). Вперед! Москва: Русский язык.7. Рогова К.А., Вознесенская И.М., Хорохордина О.В., Колесова Д.В. (2015). Русский язык. Учебник для продвинутых. Вып.2. Санкт-Петербург: Златоуст.8. Чернышев С. И. (2014). Поехали! I, II часть. Русский язык для взрослых. Базовый курс. Санкт-Петербург: Златоуст.

Module No	Title of Module			Module volume ECVET
2	BASICS OF CHILDREN'S PHYSIOTHERAPY			3 ECVET
Aim: The studies are aimed at the student to use appropriate massage techniques in supporting child's operational capacity and wellbeing and instructing child in movement activities.				
Requirements for commencement of the studies: Module "Supporting the Child's Development" is completed.				
Teachers: Marju Johanson				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics
1. Gives the child massages in order to support his/her operational capacity and wellbeing;	1. Describes the indications and contraindications of giving the child a massage; 2. Explains the special characteristics of children's massage; 3. Demonstrates suitable massage techniques for young children.	- Integrated lecture with e-support - Observation - Discussion - Practising - Problem-solving task - Practical activity - Observation of a movement class and discussion	- Practical solving of situation task - Compiling a plan of a movement activity and an instruction suitable for the child; carrying out the activity.	1. Indications for children's massage. 2. Health conditions during which the children's massage is contraindicated. 3. Specific characteristics of a children's massage. 4. Infant massage. 5. Young children's massage.
2. Conducts developmental movement activities taking into account the laws of physical development of young children.	4. Plans and carries out movement activities developing the child by using different equipment;			1. Communication with the child and the parent. 2. Movement activities and planning them.

	<ol style="list-style-type: none"> 5. Motivates and instructs them in cooperation with the child's network in different developmental activities in the movement area, including during practical training; 6. Creates a safe and developmental movement environment based on the child's individuality. 			<ol style="list-style-type: none"> 3. Individual and common movement activities. 4. Different equipment in movement activities for young children. 5. Mobility and flexibility. 6. Balance and exercises developing balance. 7. Physical prowess and movement activities developing prowess. 8. Posture and movement activities developing posture. 9. Developing cognitive activity in movement activities.
Independent work in the module	Solving situation tasks and presenting the results, independent practicing.			
Formation of the module grade	Nondistinctive assessment of the module. Prerequisite to assessment is participation in contact classes and completing independent works. Module grade is formed from the assessment of independent work and assessment tasks.			
Study literature/study materials	<ol style="list-style-type: none"> 1. Kavanagh, W. (2005). Beebimassaaž. Tallinn: Varrak. 2. McClure, V. (2008). Imikute massaaž. Tallinn: Ersen 3. McClure, V. (2001). Infant massage: a handbook for loving parents. Auckland: Bantam Book. 			

Module no	Title of Module				Module volume ECVET
3	ERGONOMICS AND SAFETY EQUIPMENT FOR CHILDREN				2 ECVET
Aim: the teaching aims at the student to be able to prevent the health risks related to the work of a child minder.					
Requirements for commencement of the studies: None					
Teachers: Merike Kravets					
Learning outcomes 1. Implements ergonomic work techniques and aiding equipment to prevent one's own and the child's health risks and restoring working capacity. 2. Chooses the safety equipment deriving from the child's needs and uses it according to the safety requirements.	Assessment criteria 1. Describes the safety risks accompanying the work of a child minder and possibilities of their 2. Uses ergonomic work techniques and aiding tool in caring for the child (lifting, changing diapers) 3. Uses suitable exercises to restore the work capacity. 4. Finds the requirements established to the child's safety equipment taking into consideration the child's individuality. 5. Demonstrates proper installation of the child's safety equipment.	Teaching methods - Integrated lecture with e-support - Discussion - Problem-solving task - Observation - Explanation - Information search	Assessment methods and tasks - Demonstration - Situation task - Compiles a set of exercises to restore the capacity of work - Demonstration	Topics 1. Introduction to ergonomics, general principles and classification. 2. Physiological health risks in the work of a child minder, their prevention. 3. Physical work, optimal physical activity, physical overload, fatigue and avoiding it. 4. Ergonomic work techniques and aiding equipment used in changing infants diapers	

				<p>and lifting children.</p> <p>5. Classification of the required children's safety equipment and its installation.</p> <p>6. Main physiological problems which may be accompanied with the usage of smart devices and their ergonomic usage.</p>
Independent work in the module	<p>By using information search compiles a set of exercises maintaining and restoring work capacity which can be performed at the workplace.</p> <p>Searches information on the established requirements to child's safety equipment and on its proper instalment and demonstrates their usage.</p>			
Formation of the module grade	<p>Nondistinctive assessment of the module. Prerequisite to assessment is participation in contact classes and completing independent works.</p> <p>Module grade is formed from the assessment of independent work and assessment tasks.</p>			
Study literature/study materials	<ol style="list-style-type: none"> 1. Loogna, N., Loogna, G. (1999). Füüsiline koormus ja ülekoormushaigused. Tallinn: TEN-TEAM OÜ 2. Pärk, J. (2004). Tööohutuse- ja töttervishoiualane käsiraamat. Tallinn: TEN-TEAM OÜ 3. Salum, J. (2006). Tööinspektsiooni 2006. aasta 9 kuu aruanne, ILO (1996). Ergonoomilised soovitused 4. Reimers, E. (2001). Töökoha ergonoomika. Tallinn. 5. Kristjuhan, Ü. (2000). Kaasaegse ergonoomika alused. Tallinn: TTÜ Kirjastus 6. Piirainen, A., Kukkonen, S. (1990). Inimese põhiliikumine. Jyväskylä 7. www.pkssk.fi 8. www.metropolia.fi 9. http://www.youtube.com/watch?v=F-FOeffxV_o 10. Nisula, T., Nurminen, T. (2011). Abivahendite loengu materjalid. Helsinki Metropolia University of Applied Sciences 11. Salminen, A. (2010). Apuvälinekirja. Solver Palvelut Oy, Kouvola 			

Module no	Title of module			Module volume ECVET
4	OCCUPATIONAL THERAPY			3 ECVET
Aim: The studies are aimed at the student to acquire knowledge and skills on the process of occupational therapy in supporting the operational capability of a disabled child.				
Requirements for commencement of the studies: Module "Childminding of a child with special needs" is completed or currently being completed.				
Teachers: Kristiina Didrik, Hanna-Maria Põldma				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics
1. Conducts therapeutic activities taking into account the child's needs and abilities.	1. Describes and justifies the influence of a disease or disability on the child's operational capability taking into account the individuality of a child. 2. Evaluates the child's operational capability and chooses suitable activities to support it. 3. Demonstrates therapeutic creative activities by instructing and motivating the child. 4. Instructs and motivates the child in training everyday skills, taking into account the child's abilities and needs.	- Integrated lecture with e-support - Practical task - Situation task - Guided discussion - Independent work	- Group work (1, 2) - Practical task (3; 4)	1. Basics of occupational therapy. 2. Operational capability and factors influencing it in children. 3. Evaluating operational capability.
2. Instructs in choosing and	5. According to the tasks			3. Types of assistive

using a suitable technical assistive device taking into account the child's operational capability and needs.	connects the suitable assistive device to the special need and describes the effect of the device in supporting the coping. 6. Instructs the usage and care of an assistive device taking into account the child's abilities.			devices 4. Using assistive devices
3. Instructs the family in adapting the child's growing environment suitable to the child's operational capability and needs.	7. Names the possibilities and devices of adapting the growing environment taking into account the child's needs and families resources. 8. Teaches parents and/or responsible person to adapt the growing environment taking into account the child's individuality.			5. Methods of occupational therapy. 6. Process of occupational therapy with children.
Independent work in the module	Compiles an information leaflet using information search on the assistive devices supporting the development of the child's operational capability as well as environmental support.			
Formation of the module grade	Nondistinctive assessment of the module. Prerequisite to the assessment is participation in contact classes and completing independent works. Module grade is formed from the assessment of independent work and assessment tasks.			
Study literature/study materials	1. Materials form the webpage of Estonian Association of Occupational Therapists http://www.tegevusteraapia.ee/index.php/materjalid 2. Case- Smith, J (2010). Occupational Therapy for Children. The Ohio State University Columbus, Ohio			

Module no	Title of Module			Module volume ECVET
5	BASICS OF NUTRITION COUNSELLING			3 ECVET
Aim: The studies are aimed at the student to acquire knowledge on nutrition that is balanced and suitable for children and on food safety taking into account the child's individuality including special needs and compiles a suitable menu for the child.				
Requirements for commencement of the studies: None				
Teachers: Külli Holsting				
Learning outcomes	Assessment criteria	Teaching methods	Assessment methods and tasks	Topics
1. Compiles a suitable, balanced menu for the child taking into account the child's age and special needs.	1. Describes and justifies the principles of balanced nutrition based on the child's age. 2. Compiles a two weeks menu suitable for a child taking into account the principles of balanced nutrition and the child's age, health condition and special needs.	<ul style="list-style-type: none"> - Integrated lecture with e-support - Practical learning - Information search - Guided discussion 	<ul style="list-style-type: none"> - Independent work (1; 4) - Practical group work task using ICT tools (2) - Oral presentation (3) 	1. Principles of balanced nutrition <ul style="list-style-type: none"> - Child's energy and nutritional need - Compiling the child's menu 2. Food safety <ul style="list-style-type: none"> - Food hygiene (preventing food contamination in preparing, storing and serving food) - Food-borne diseases - Food additives (preservatives, etc.).
	3. Describes and justifies the principles of food hygiene in different stages of food handling (food preparation,			3. Nutritional recommendations in case of diseases and

	storing and serving). 4. Names and justifies the sources and consequences of food contamination in different stages of food handling.			<p>special needs</p> <ul style="list-style-type: none"> - Intolerance to gluten and casein, diabetes, allergies, cardiovascular diseases, etc. - Autism spectrum disorders, ADHD, etc. - Eating disorders <p>4. Nutrition in specific cases (swallowing disorders, stoma, post-operatively, etc. including artificial feeding.</p>
Independent work in the module <i>(Aim, topic, if necessary, assessment)</i>	1. Describes and justifies the principles of balanced nutrition based on the child's age. 2. Names and justifies the sources of food contamination and its consequences in different stages of food preparation.			
Formation of the module grade <i>(methods, which cover all assessment criteria)</i>	Nondistinctive evaluation of the module. Prerequisite to assessment is participation in contact classes. Module grade is formed from the assessment of independent works and assessment tasks.			
Study literature/study materials	1. http://www.toitumine.ee/ 2. http://www.toitumisteraapia.ee/			