Master Degree in Psychology



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| **General information** | | | |
| Academic subject | Neurodevelopmental Disorders and Psychoeducational Interventions | | |
| Degree course | II | | |
| Academic Year | Master Degree in Clinical Psychology | | |
| European Credit Transfer and Accumulation System (ECTS) | | | 6 |
| Language | Italian | | |
| Academic calendar (starting and ending date) | | First semester; lessons starting in October 2021 | |
| Attendance | Not mandatory | | |

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| **Professor/ Lecturer** |  |
| Name and Surname | Cristina Semeraro |
| E-mail | cristina.semeraro@uniba.it |
| Telephone |  |
| Department and address | Bari |
| Virtual headquarters | Teams, virtual room: Ricevimento Cristina Semeraro j2cw3m8 |
| Tutoring (time and day) | Monday h. 9.30-11.30 |

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| ***Syllabus*** |  |
| **Learning Objectives** | See below at the section Expected learning outcomes |
| **Course prerequisites** | Basic knowledge in the disciplines of Developmental and Educational Psychology (SSD M-PSI/04) |
| **Contents** | The course aims to prepare the student for understanding the main neurodevelopmental disorders and possible neurocognitive interventions. The first part of the course will be devoted to the neuroconstructivist framework of neurodevelopmental disorders, in particular it will be analyzed in detail:  • The neuroconstructivist approach: probabilistic bidirectional epigenesis:  Environmental enrichment and influence on neuronal plasticity;  • The development of the nervous system;  • Neuropsychological profiles in speech and communication disorder:  Major neurocognitive hypothesis of the specific language disorder;  Assessment instruments: the Peabody Picture Vocabulary Test (PPTV);  Intervention programs.  • Neuropsychological profiles in specific learning disorders:  Major neurocognitive hypothesis of the developmental dyslexia, assessment and intervention instruments.  Major neurocognitive hypothesis of the dyscalculia. The intervention on calculation difficulties.  The second part of the course will be devoted to behavioral disorders and their intervention. Finally, general cognitive abilities disorders and neuropsychology of autism spectrum disorders will be discussed.  • Attention Deficit Hyperactivity Disorder (ADHD):  The biological basis and neurocognitive models of ADHD;  Development of cognitive-affective processes and implications on atypical development;  Modalities and instruments for diagnostic evaluation;  Neuroscientific-cognitive approach to the therapy of behavioral disorders in developmental psychology.  • Neuropsychology of autism spectrum disorders:  Major neurocognitive hypothesis of the ASD;  The diagnostic path for the evaluation of the Autism Diagnostic Observation Schedule-Second Edition (ADOS-2). |
| **Books and bibliography** | * Vicari S. e Caselli M.C. (2017). Neuropsicologia dell’età evolutiva. Bologna: Il Mulino. Chapters: 1-2-4-5-6-8-9-10-11-12-13-14-15-19-20 * Muratori P. e Lambruschi F. (2020). I disturbi del comportamento in età evolutiva. Fattori di rischio, strumenti di assessment e strategie psicoterapeutiche. Trento: Erickson. Full manual except for chapter 2. |
| **Additional materials** |  |

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| **Work schedule** | |  | | |
| Total | Lectures | | Hands on (Laboratory, working groups, seminars, field trips) | Out-of-class study hours/ Self-study hours |
| **Hours** | | | | |
| 150 | 40 | |  | 110 |
| ECTS | | | | |
| 6 |  | |  |  |
| **Teaching strategy** | | Frontal lessons, practical exercises in the classroom; discussion of videos. | | |
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| **Expected learning outcomes** | |  | | |
| **Knowledge and understanding on:** | | • Knowledge of the fundamentals of the evaluation and intervention methodology applied to the development field;  • Knowledge of neuropsychological substrates and sensory, attentional, perceptual and executive mechanisms implicated in Neurodevelopment disorders;  • Knowledge of the main instruments to assess child’s the cognitive, neuropsychological, communicative-linguistic and executive development for the diagnosis of neurodevelopmental disorders;  • Knowledge of the main neurocognitive, educational and habilitation interventions. | | |
| **Applying knowledge and understanding on:** | | • Ability to interpret the protocols to evaluate the child’s neuropsychological functioning with neurodevelopmental disorders;  • Ability to identify specific psychopathological indicators for neurodevelopmental disorders;  • Ability to plan a neurocognitive rehabilitation. | | |
| **Soft skills** | | *Making informed judgments and choices*  • Ability to interpret protocols to evaluate the neuropsychological functioning of the child with neurodevelopmental disorders.  • Ability to apply techniques for assessing child psychological functioning during simulated classroom experiences and to plan intervention programs. | | |

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|  | *Communicating knowledge and understanding*  Expertise in using the subject’s specialized language as to developmental neuropsychology.  *Capacities to continue learning*  • Ability to project a correct diagnostic procedure as to neurodevelopment disorders.  • Ability to evaluate the effectiveness of a neuropsychological, cognitive and educational intervention. |
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| **Assessment and feedback** |  |
| Methods of assessment | The exam will be oral unless the number of students taking the  exam is higher than 10, in which case the exam will be written. Two written exemptions will be provided for attending students, over the course duration, which will replace the final exam. |
| Evaluation criteria | *Knowledge and understanding*  The following abilities will be assessed through knowledge of the different neurodevelopmental disorders and typical functions. Furthermore, the knowledge of the main theoretical models and of the tools / procedures for the assessment of cognitive and neuropsychological development will be verified.  *Applying knowledge and understanding*  The following abilities will be assessed through correctly interpret the profiles of cognitive and behavioral. The ability to identify specific psychopathological indicators for neurodevelopmental disorders and to plan neurocognitive rehabilitation will be evaluated.  *Autonomy of judgment*  The ability to plan neurocognitive rehabilitation will be verified, with particular reference to behavioral disorders.  *Communicating knowledge and understanding*  The following abilities will be assessed through practical exercises and cases*.*  *Communication skills*  The following abilities will be assessed through the capacity to use a specialized and sectorial language in reference to the contents learned during the course will be verified.  *Capacities to continue learning*  The following abilities will be assessed through practical exercises and cases: 1. ability to read and interpret the protocols of the main instruments for the child’s psychological assessment |
| Criteria for assessment and attribution of the final mark | Based on the criteria described above, a score on a 30-point scale will be given. |
| **Additional information** |  |
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