

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

<p>Name</p> <p>Specific cognitive developmental disorders</p>
<p>Teaching staff (Also indicate the Professor in charge)</p> <p>Sandra Fernandes (In charge)</p>
<p>ECTS</p> <p>6</p>
<p>Functioning</p> <p>Optional course unit of the 2nd semester, with a workload of 4 hours (theoretical-practical lectures) a week, for students of the 3rd grade.</p>
<p>Learning goals</p> <ol style="list-style-type: none"> 1. To provide students with theoretical models, concepts and tools that enables them to formulate and test hypotheses about the underlying processes of certain disorders. 2. To provide knowledge about research, and empirical studies focusing on intact and disrupted cognitive processes in certain syndromes and sensory deficits. 3. Training reading skills and critical analysis of scientific texts. 4. To reflect about the relationship between scientific evidence and aspects of practical and psychological intervention.
<p>Skills to be developed</p> <ol style="list-style-type: none"> 1. Know confront different theoretical perspectives on the processes underlying certain disorders. 2. Learn to critically analyze scientific texts. 3. Learn to collect and analyze information from different sources. 4. Learn to expose orally and synthetically scientific texts. 5. Report written information on the subjects collected and critically analyzed. 6. Know establish relationships between theoretical perspectives and intervention procedures. 7. Learn to reflect on practice and psychological intervention related to cognitive development impairments.
<p>Prerequisites (precedences) *</p> <p>This course unit is part of the scientific area of Cognition and Development. Is an extension of mandatory course units of Perception, Attention and Memory, Thinking and Language and Introduction to Developmental Psychology, and is</p>

complementary to the course unit of Child and Adolescent Developmental Psychology.

* The academic achievement in the aforementioned course units is not required to attend this course unit.

Contents

1. Specific cognitive developmental disorders in the scope of the cognitive neuropsychology.
2. Learning to read and write cognitive processes and main theories.
3. Critical analysis of reading and writing instructional methods from the cognitive psycholinguistic perspective.
4. Main theories about dyslexia (and dysorthographia).
5. Learning mathematics: cognitive processes and main theories.
6. Specific learning disabilities in learning to read, write and calculation: characterization, differentiation, and scientific evidence.
 - 6.1. Dyslexia.
 - 6.2. Dysorthographia.
 - 6.3. Dyscalculia.
7. Specific disorders in children with autism spectrum.
8. Attention deficit and hyperactivity disorder (ADHD).
9. Elementary notions of assessment and intervention.

Bibliography

Campbell, J. I. D. (2005) The Handbook of Mathematical Cognition. USA, Psychology Press.
 Castro, S:L. & Gomes, I. (2000). Dificuldades de aprendizagem da língua materna. Lisboa. Universidade Aberta.
 Frith, U. (2003). Autism: Explaining the Enigma. Cambridge: Blackwell.
 Shaywitz, S. (2005). Overcoming Dyslexia. New York: Vintage Books.
 Trezek, B. J., Wang, Y., & Paul, P. V. (2010). Reading and Deafness. Theory, Research, and Practice. New York: Delmar, Cengage Learning.
 Other specific references are provided in classes.

Teaching methods

Face-to face and synchronous videoconference theoretical-practical lectures.

Exposure and illustration of the programmatic points.

Reading, analyses, and discussion (with written registration), by group students, of scientific texts related to the programmatic contents.

Evaluation Regimes (General and/or Alternative)

General regime

Evaluation Elements

The assessment focuses on:
 1) theoretical (12 values, or 10 values, if the element 2.1 is made, corresponding to 60% or 50% of final score):
 Approval on the course unit requires a minimum grade of 9,5 in 20 in the final written examination.

2) theoretical-practical:

2.1. Selective, analytical, and critical reading of scientific papers with optional written registration. (2 values corresponding to 10% of final score);

2.2. Development, presentation, and discussion of a poster based on a scientific paper with complementary research, and respective synopsis (8 values corresponding to 40% of final score).

Rules for grade improvement

Only the theoretical examination is susceptible to improvement.

Rules for students having previously failed the course unit *

Not applicable.

Requirements on attendance and punctuality

Not applicable

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Not applicable.

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document

relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable