



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Study Programme Undergraduate Degree in Psychology

Name Cognitive developmental disorders
Teaching staff (Also indicate the Professor in charge) Sandra Fernandes (In charge) Susana Araújo
ECTS 6
Functioning One theoretical lesson (2 hours) and one practical lesson (2 hours) per week
Learning goals <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 developmental 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.
Skills to be developed <ol style="list-style-type: none">1. Know confront different theoretical perspectives on the processes underlying the studied developmental disorders.2. Learn to identify the cognitive and behavioral profile characteristic of the studied developmental disorders.3. Learn to critically analyze scientific texts.4. Learn to collect and analyze information from different sources.5. Learn to expose orally and synthetically scientific texts.6. Report written information on the subjects collected and critically analyzed.7. Know establish relationships between theoretical perspectives and intervention procedures in the field of developmental disorders.



8. Learn to reflect on practice and psychological intervention related to cognitive development impairments.

Prerequisites (precedences) *

Not applicable.

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. Difficulties in acquiring oral and written language associated with hearing loss.
8. Specific disorders in children with autism spectrum.
9. Attention deficit and hyperactivity disorder (ADHD).
10. Elementary notions of assessment and intervention.

Bibliography

Campbell, J. I. D. (2005). *The handbook of mathematical cognition*. Psychology Press.

Frith, U. (2003). *Autism: explaining the enigma*. Blackwell.

Lachmann, T., & Weis, T. (2018). *Reading and dyslexia. From basic functions to higher order cognition*.

Springer International Publishing.

Shaywitz, S. (2020). *Overcoming dyslexia* (2nd ed.). Vintage Books. (Há tradução em português da primeira edição).

Trezek, B. J., Wang, Y., & Paul, P. V. (2010). *Reading and deafness. Theory, research, and practice*. Cengage Learning.

Other specific references will be given along the semester, in classes.

Teaching methods

Theoretical lectures (2 hours per week):

Exposure and illustration of the programmatic points.

Theoretical-Practical lectures (2 hours per week)

Practical exercises and oral presentation and discussion (by group students) of scientific texts related to the programmatic contents.



Evaluation Regimes (General and/or Alternative)

General regime

Evaluation Elements

(Dates due, weights, minimum required grades)

1) Oral presentation and discussion of scientific texts (5 values; 25%);

The list of papers and the specific characteristics of the work will be available in Moodle course unit page

2) Final written examination (15 values or 14,5 if the element 3 is made; 75% or 72,5%);

Approval on the course unit requires a minimum grade of 9,5 in 20 in elements 1 and 2.

3) Participation in experimental research, if available (optional - 0.5 points).

The final score is the sum of the partial notes.

More information about the practical work and the exam will be provided during the lectures.

For students in general evaluation regime, the final assessment is subject to rules of attendance.

Rules for grade improvement

Given the nature of the evaluation elements only the 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