

SYLLABUS

COURSE TITLE	Development of executive functions in children											
CREDITS	2											
LANGUAGE OF INSTRUCTION	English											
DEPARTMENT/FACULTY	Department of Clinical Psychology and Neuropsychology Faculty of Education and Psychology											
LECTURER(S)	Sara Filipiak											
COURSE OBJECTIVES												
<p>Students who successfully complete this course will have a basic knowledge of and insight into:</p> <ul style="list-style-type: none"> • Heterogenous structure of executive functions (EFs) and trajectory of their development in childhood • The student is able to apply practical solutions concerning improving executive functions skills in everyday situations with children at different age • The student recognizes the problems related to the difficulties of children with poor executive functions • The student is acquainted with biological and psychological factors (and their interaction) for a proper development of particular processes encompassed by EF 												
PREREQUISITES	-											
COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS												
<p>15 hours of lecture One lecture and one tutorial per week, both lasting three hours.</p>												
COURSE DESCRIPTION												
<ol style="list-style-type: none"> 1. Introduction to class. Executive Function or Executive Functions? EFs as an airport traffic control tower 2. Heterogenous structure of Executive Functions, their origins and factors responsible for their proper development 3. Inhibitory control 4. Working Memory 5. Set shifting 6. Planning ability 7. EXAM 												
METHODS OF INSTRUCTION	Lecture, discussion, didactic film, reading assignments											
REQUIREMENTS AND ASSESSMENTS	<ul style="list-style-type: none"> * Active participation in classes * Final written exam 											
GRADING SYSTEM	<p>Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes.</p> <p>Exam: There will be an exam at the end (test: true/false and open cloze)</p> <p>The exam will cover the text and lecture material</p> <p>0-50% - 2.0 50-59%-3.0 60-69% -3.5 70-79%-4.0 80-89% - 4.5 90-100%-5.0</p>											
TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Activity</th> <th style="text-align: left;">Hours:</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>15</td> </tr> <tr> <td>Workshops</td> <td></td> </tr> <tr> <td>Preparation for classes (Reading, homework etc.)</td> <td>20</td> </tr> <tr> <td>Preparing a presentation</td> <td></td> </tr> </tbody> </table>		Activity	Hours:	Lecture	15	Workshops		Preparation for classes (Reading, homework etc.)	20	Preparing a presentation	
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Lecture	15											
Workshops												
Preparation for classes (Reading, homework etc.)	20											
Preparing a presentation												

Revising for the exam	13
Exam	2
Total	50
ECTS	2

STUDYMATERIALS

PRIMARY OR REQUIRED BOOKS/READINGS:

- Diamond, A. (2013). Executive functions. *Annual review of psychology*, 64, 135-168.
- Alvarez, J. A., & Emory, E. (2006). Executive function and the frontal lobes: a meta-analytic review. *Neuropsychology review*, 16(1), 17-42.
- Pennington, B. F., & Ozonoff, S. (1996). Executive functions and developmental psychopathology. *Journal of child psychology and psychiatry*, 37(1), 51-87.
- Hofmann, W., Schmeichel, B. J., & Baddeley, A. D. (2012). Executive functions and self-regulation. *Trends in cognitive sciences*, 16(3), 174-180.

SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:

- Zelazo, P. D., & Müller, U. (2002). Executive function in typical and atypical development. *Blackwell handbook of childhood cognitive development*, 445-469.
- Gioia, G. A., Isquith, P. K., Guy, S. C., & Kenworthy, L. (2000). *Behavior rating inventory of executive function: BRIEF*. Odessa, FL: Psychological Assessment Resources.
- Lezak, M. D. (1982). The problem of assessing executive functions. *International journal of Psychology*, 17(1-4), 281-297.