

SYLLABUS

COURSE TITLE	Therapeutic methods in developmental neuropsychology							
CREDITS	3 ECTS points							
LANGUAGE OF INSTRUCTION	English							
DEPARTMENT/FACULTY	Department of clinical psychology and neuropsychology							
LECTURER(S)	Magdalena Bury-Kamińska							
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"> • The student is able to apply her/his knowledge and skills concerning therapeutic methods used in developmental neuropsychology. • The student recognizes the problems related to the scope of applied psychology: developmental neuropsychology. • The student is acquainted with knowledge concerning neuropsychological aspects of a child's functioning with specific language impairment (SLI), autism spectrum disorder (ASD), conduct disorder (CD). • The student gains awareness of functioning of social skills training, sensory integration, communication training, and elements of applied behaviour analysis. 								
PREREQUISITES	None							
COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS								
<p>Classes: 1 x 2 hrs/w. One classes per week, lasting two hours.</p>								
COURSE DESCRIPTION								
<p>Classes also include subjects related to therapeutic methods used in developmental neuropsychology, like: social skills training, sensory integration, communication training, and elements of applied behaviour analysis. Issues related to the practical application of the above-mentioned therapeutic interventions in such clinical disorders as: specific language impairment (SLI), autism spectrum disorder (ASD), conduct disorder (CD) will also be discussed.</p>								
METHODS OF INSTRUCTION	Lecture, discussion, didactic film, reading assignments, demonstrations, case studies							
REQUIREMENTS AND ASSESSMENTS	<ul style="list-style-type: none"> * Active participation in classes * One final assessment (single choice test) * One short presentation * Making a project 							
GRADING SYSTEM	<p>Success in this course depends on attending class regularly, actively participating in class, preparing one short presentation and project, taking thorough notes.</p> <p>Tests:</p> <p>There will be a test at the end (single choice test)</p> <p>The test 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"> <thead> <tr> <th>Activity</th> <th>Hours:</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>15</td> </tr> <tr> <td>Preparation for classes (Reading, homework etc.)</td> <td>15</td> </tr> </tbody> </table>		Activity	Hours:	Lecture	15	Preparation for classes (Reading, homework etc.)	15
Activity	Hours:							
Lecture	15							
Preparation for classes (Reading, homework etc.)	15							

Preparing a presentation	15
Revising for the exam	15
Making a project	15
Exam	1
Total	76
ECTS	3

STUDYMATERIALS

PRIMARY OR REQUIRED BOOKS/READINGS:

1. Leonard, L. B. (2014). Children with specific language impairment. MIT press.
2. Spreckley, M., & Boyd, R. (2009). Efficacy of applied behavioral intervention in preschool children with autism for improving cognitive, language, and adaptive behavior: a systematic review and meta-analysis. *The Journal of pediatrics*, 154(3), 338-344.
3. Vargas, S., & Camilli, G. (1999). A meta-analysis of research on sensory integration treatment. *American Journal of Occupational Therapy*, 53(2), 189-198.
4. White, S. W., Keonig, K., & Scahill, L. (2007). Social skills development in children with autism spectrum disorders: A review of the intervention research. *Journal of autism and developmental disorders*, 37(10), 1858-1868.

SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:

1. Quinn, M. M., Kavale, K. A., Mathur, S. R., Rutherford Jr, R. B., & Forness, S. R. (1999). A meta-analysis of social skill interventions for students with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 7(1), 54-64.
2. Lal, R. (2010). Effect of alternative and augmentative communication on language and social behavior of children with autism. *Educational Research and Reviews*, 5(3), 119-125.
3. Smith Roley, S., Mailloux, Z., Miller-Kuhaneck, H., & Glennon, T. (2007). Understanding Ayres' sensory integration.