

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate Level		
COURSE CODE	PSY- 3303	SEMESTER	7 th
COURSE TITLE	SPECIAL TOPICS OF DEVELOPMENTAL PSYCHOPATHOLOGY OF INFANTS AND CHILDREN		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and DVD presentations, invited talks and oral presentations by students in class	3	6	
COURSE TYPE	Skills Development (seminar)		
PREREQUISITE COURSES:	Methodology of Scientific Research in Social Sciences, Developmental Psychology I and Psychopathology of Children and Adolescents		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1396		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The basic aim of this Seminar is to focus on the disorders of sensory deficiencies in infants and children from the developmental perspective. In particular, the aim of this Seminar is the acquirement of special knowledge on issues related to the cognitive, the social and the emotional development of deaf and blind infants and children as well as the recognition of the variability, the particularity and the diversity of their experiences that form the psychology of their development.</p> <p>In particular, after the completion of this seminar students are expected to:</p> <ul style="list-style-type: none"> • Have understood the role of the auditory and the visual channel for the development of communication in the course of early development, • Have recognized the complicated relationships between biological, psychological and social/cultural factors involved in the development of deaf

and blind children,

- Have defined the variability as well as the restrictions and the diversity of experiences that form the development of deaf and blind children,
- Have understood the importance of quality of early interactive experiences for later development.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology,
- Production of new research ideas,
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues,
- Working independently,
- Criticism and self-criticism,
- Promotion of free, creative and inductive thought.

(3) SYLLABUS

The content of this Seminar is grouped mainly in the following thematic sections:

- Definition and causes of deafness and blindness,
- Early detection of blindness and deafness of infants,
- Early interactions of deaf and blind infants with their parents,
- Analysis of the profile of social and emotional functioning of deaf and blind children,
- Issues of cognitive development of deaf and blind children,
- The provision of mental health/educational services for deaf and blind children in different cultural contexts,
- The implications of cochlear implantation on the cognitive and behavioral development of deaf children. The communicative abilities of children with cochlear implants,
- Abuse of deaf and blind children

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face in classroom																								
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process																								
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester Work load</i></th> <th><i>ECTS credits</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>6 hours</td> <td>0,24</td> </tr> <tr> <td>Independent study for presentation A</td> <td>25 hours</td> <td>1,0</td> </tr> <tr> <td>Independent study for presentation B</td> <td>35 hours</td> <td>1,4</td> </tr> <tr> <td>Participation in oral presentations</td> <td>33 hours</td> <td>1,32</td> </tr> <tr> <td>Independent study and writing of assignment</td> <td>45 hours</td> <td>1,8</td> </tr> <tr> <td>Participation in oral examination</td> <td>1 hour</td> <td>0,04</td> </tr> <tr> <td>Course Total</td> <td>145</td> <td>5,8</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credits</i>	Lectures	6 hours	0,24	Independent study for presentation A	25 hours	1,0	Independent study for presentation B	35 hours	1,4	Participation in oral presentations	33 hours	1,32	Independent study and writing of assignment	45 hours	1,8	Participation in oral examination	1 hour	0,04	Course Total	145	5,8
<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credits</i>																							
Lectures	6 hours	0,24																							
Independent study for presentation A	25 hours	1,0																							
Independent study for presentation B	35 hours	1,4																							
Participation in oral presentations	33 hours	1,32																							
Independent study and writing of assignment	45 hours	1,8																							
Participation in oral examination	1 hour	0,04																							
Course Total	145	5,8																							
STUDENT PERFORMANCE EVALUATION	<p>Student evaluation is in Greek language.</p> <p>I. Two oral public presentations (20% of the total grade each).</p> <p>II. Written work (40% of the total grade).</p> <p>III. Oral examination (20% of the total grade).</p> <p>Evaluation criteria are accessible to students via the web-site of course on the UoC e-learn platform.</p>																								

(5) ATTACHED BIBLIOGRAPHY

McInnes, J. M., and Treffry, J. A. (1982). *Deaf-blind infants and children: A developmental guide*. Toronto: University of Toronto Press.

Greenberg, M. T., & Kusche C. A. (1993). *Promoting social and emotional development in deaf children: The PATHS project*. Washington: University of Washington Press.

Selected articles from the scientific journals: Scandinavian Journal of Disability Research, Journal of Visual Impairment and Blindness, Journal of Deaf-blind Studies on Communication, The Journal of Deaf Studies and Deaf Education, The American Journal of Otology, etc.