

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	PSY-4301	SEMESTER	5 th
COURSE TITLE	ASSESSMENT OF EXECUTIVE FUNCTIONS CONCENTRATION AND ATTENTION IN CHILDREN		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and DVD presentations	3	6	
COURSE TYPE	Skills Development (laboratory)		
PREREQUISITE COURSES:	Developmental Psychology I, Cognitive Psychology II		
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=438		

(2) LEARNING OUTCOMES

Learning outcomes
<p>The aim of this Laboratory is to familiarize students in the administration of certain tests that assess executive functions, concentration and attention in school children [Assessment of Executive Functions in Primary School Children and Assessment of Concentration and Attention in Primary School Children].</p> <p>After the systematic participation of students in presentations and practice and the completion of this Laboratory, students are expected to:</p> <ul style="list-style-type: none"> • be able to administer the above mentioned tests of assessing executive functions, concentration and attention in primary school children of typical development as well as • to interpret the results of these tests in population of typically developing children.
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology, • Production of new research ideas, • Showing social, professional and ethical responsibility and sensitivity to gender issues, • Working independently,

- Adapting to new situations,
- Decision-making.

(3) SYLLABUS

1. Presentation of the laboratory timetable and of assessment of students' performance – Assessment of Executive Functions in Children (theoretical background, tests, interpretation of results and examiner's guide),
2. Practice in the lab (Assessment of Executive Functions) (2 meetings),
3. Fieldwork (practice at school, Assessment of Executive Functions) (3 meetings),
4. First written test (Assessment of Executive Functions),
5. Assessment of Concentration and Attention in Children (theoretical background, tests, interpretation of results and examiner's guide),
6. Practice in the lab (Assessment of Concentration and Attention in Children) (2 meetings),
7. Fieldwork (practice at school, Assessment of Concentration and Attention in Children) (3 meetings),
8. Second written test (Assessment of Concentration and Attention in Children),
9. Discussion on students' experience from the administration to children at school (Assessment of Executive Functions, Assessment of Concentration and Attention in 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	<i>Activity</i>	<i>Semester workload</i>	<i>ECTS Credits</i>
	Lectures	6 hours	0,24
	Laboratory Practice	12 hours	0,48
	Fieldwork	18 hours	0,72
	Independent Study for Test A	42 hours	1,70
	Independent Study for Test B	42 hours	1,70
	Participation in Test A	1 hour	0,04
	Participation in Test B	1 hour	0,04
	Independent study for Laboratory Practice and Fieldwork	32 hours	1,28
	Course Total	154	6,2
STUDENT PERFORMANCE	Student evaluation is in Greek language.		

EVALUATION	<p>I. Two Tests of Progress (25% of the final grade each). Each test includes short-answer questions,</p> <p>II. Two assessments of tests administration (fieldwork) (25 % of the final grade each).</p> <p>Evaluation criteria are accessible to students via the web-site of course on the UoC e-learn platform.</p>
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(5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Baker, K., Segalowitz, S. J., & Felisi, M. (2001). The effect of differing scoring methods for the Tower of London Task on developmental patterns of performance. <i>The Clinical Neuropsychologist</i>, 15(3), 309-313. 2. Best, J. R., & Miller, P. H. (2010). A developmental perspective in executive function. <i>Child Development</i>, 81(6), 1641-1660. 3. Elliott, R. (2003). Executive functions and their disorders: Imaging in clinical neuroscience. <i>British Medical Bulletin</i>, 65(1), 49-59. 4. Miyake, A. & Friedman, N. P. (2012). The Nature and Organization of Individual Differences in Executive Functions: Four General Conclusions. <i>Current Directions in Psychological Science</i>, 21(1), 8-14. 5. Sattler, J. M. (1992). <i>Assessment of Children</i> (Revised and Updated Third Edition). USA: Sattler Publishers 6. Schmitt, A.J. & Wodrich, D. L. (2004). Validation of a Developmental Assessment (NEPSY) through comparison of neurological scholastic concerns, and control groups. <i>Archives of Clinical Neuropsychology</i>, 19, 1077-1093.
