

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL	<i>Undergraduate</i>		
COURSE CODE	PSY-3305	SEMESTER	6 th
COURSE TITLE	PERVASIVE DEVELOPMENTAL DISORDERS		
TEACHING ACTIVITIES	WEEKLY HOURS	ECTS	
Lectures	3	4	
COURSE TYPE	Scientific Area (Optional)		
PREREQUISITES COURSES:			
INSTRUCTION/EXAM LANGUAGE:	Greek		
OFFERED TO ERASMUS STUDENTS	YES (independent study of English literature and term paper)		
COURSE WEB PAGE (URL)	https://elearn.uoc.gr/course/view.php?id=1400		

2. LEARNING OUTCOMES

Learning Outcomes
<p><i>This course provides an introduction to Pervasive Developmental Disorders (PDD) in identification, intervention and psychotherapy. It focuses on the in-depth study and critical review of both classical and contemporary developmental approaches in psychological perspective to help us gain a better understanding of the development of PDD in infancy, childhood and youth. Moreover, the relationship between theory, research and practice is emphasized and the role of developmentally appropriate and evidence-based treatment programs is also discussed. Furthermore, this course aims to educate students how to evaluate children's deficits and implement intervention programs in treating behavioral, communicational and emotional aspects of PDD, and to provide suggestions for strategies to support parents and families of individuals with developmental disabilities.</i></p> <p>On completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Have understood traditional theories such as psychodynamic and attachment theory in the development of autism, • Have understood contemporary and modern socio-cognitive theories of autism, • Have recognized typical features of individuals with PPD across the life span, • Have understood how to use in practice developmental scales and classification systems such as ICD-10 and DSM-5 for the identification of infants and children's with PPD and related developmental disabilities, • Have perceived of basic knowledge about psychological intervention issues based on the principles of CBT, play-therapy and intersubjectivity.

General Competences

- Search, analysis and synthesis of data and information, with the use of the necessary technology
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. COURSE CONTENT

1. Course learning objectives and Introduction
2. Examining PPD under the prism of developmental psychology and psychopathology
3. Historical perspectives in the development of PPD
4. Risk and Resilience factors
5. Typical features of individuals with PPD across the life span
6. Traditional and contemporary theories of PPD
7. Assessment methods and identification
8. Early signs and interventions methods
9. Evidence-based psychological and psycho-pedagogical treatments
10. Working with families and schools practitioners to strengthen children with PPD
11. Working in multidisciplinary teams
12. Educational, social and vocational policies for individuals with PPD
13. Lifelong needs of people with PPD

4. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION

INSTRUCTION METHOD	In class		
INFORMATION AND COMMUNICATION TECHNOLOGIES USED	Use of ICT in teaching Support for learning through the E-learn online platform Case study (video presentation) Documentary files about lifelong needs of people with PPD		
TEACHING ORGANIZATION	<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credits</i>
	Lectures	39	1,56
	Independent study	58	2,32
	Final examination	3	0,12
	Course Total	100	4,00
STUDENT EVALUATION	Evaluation is in Greek and in English for Erasmus students. I. Final Examination (100%) includes:		

	<ul style="list-style-type: none"> - Clinical case study - Short answers - Problem solving questions <p>II. Written assignment (+20%)</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. BIBLIOGRAPHY

<ul style="list-style-type: none"> • Baron-Cohen, S. (1988). Social and pragmatic deficits in autism. Cognitive or affective? <i>J Autism Develop Disorders</i>, 18(3), 379-402. • Γενά, Α. (2017). <i>Συστημική, Συμπεριφορική-Αναλυτική Προσέγγιση: Αξιολόγηση, διάγνωση, εκπαίδευση, θεραπευτικές παρεμβάσεις και ένταξη παιδιών με νευροαναπτυξιακές διαταραχές με έμφαση στη διαταραχή αυτιστικού φάσματος</i>. Αθήνα: Gutenberg. • Esler, M., Ruble, L. (2015). DSM-5 Diagnostic Criteria for Autism Spectrum Disorder With Implications for School Psychologists. <i>International Journal of School & Educational Psychology</i> 3, 1-15 • Frith, U., Happe, F. (1994) Autism: beyond “theory of mind”. <i>Cognition</i>, 50(1-3), 115-132. • Gurthrie, M., Swineford, LB., Nottke, C., et al (2013). Early diagnosis of autism spectrum disorders: stability and change in clinical diagnosis and symptom presentation. <i>Journal of Child Psychology and Psychiatry</i>, 74, 562-590. • Hansen, B., Shillingsburg, M.A. (2016). Using a Modified Parent-Child Interaction Therapy to Increase Vocalizations in Children with Autism. <i>Child & Family Behavior Therapy</i>, 38(4), 318-330. • Happe, F. (2003). <i>Αυτισμός: Σύγχρονη Ψυχολογική Θεώρηση</i>. [μετάφραση και επιμέλεια: Δ. Στασινός]. Αθήνα: Gutenberg. • Kim, SY, Bennett LL, Koh YJ, Fombonne E, et al. (2011) Prevalence of Autism Spectrum Disorders in a Total Population Sample. <i>The American Journal of Psychiatry</i>, 168(9), 904-912. • Papadopoulos, D. (2018). A general overview of the pragmatic language-social skills and interventions for children with autism spectrum disorders. <i>Autism Open Access</i>, 8, 225. doi:10.4172/2165-7890.1000225 • Schopler, E. (1995). <i>Εγχειρίδιο Επιβίωσης Γονέων. Ένας Οδηγός για την Επίλυση Κρίσεων στον Αυτισμό και στις Συναφείς Αναπτυξιακές Διαταραχές</i>. [μετάφραση: Γ. Καλομοίρης]. Αθήνα: Ελληνική Εταιρεία Προστασίας Αυτιστικών Ατόμων. • Wing, L. (2000). <i>Το Αυτιστικό Φάσμα. Ένας Οδηγός για Γονείς και Επαγγελματίες</i>. Αθήνα: Ελληνική Εταιρεία Προστασίας Αυτιστικών Ατόμων.
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Επιλεγμένα επιστημονικά περιοδικά:

- Autism-Open Access
- Autism
- Autism Research and Treatment
- Development and Psychopathology
- European Journal of Developmental Psychology
- Early Child Development and Care
- Journal of Abnormal Child Psychology
- Journal of Clinical Child and Family Psychology Review
- Journal of the American Academy of Child and Adolescent Psychiatry
- International Journal of School and Educational Psychology
- Journal of Psychological Abnormalities