

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΧ3207	SEMESTER	5th
COURSE TITLE	ASSESSMENT OF EXECUTIVE FUNCTIONS CONCENTRATION AND ATTENTION IN CHILDREN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development (Laboratory)		
PREREQUISITE COURSES:	Research Methodology in the Social Sciences, Developmental Psychology I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=438		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>In this Laboratory, students will engage in the administration of specific assessment tools for Executive Functions, Concentration, and Attention in primary school children [Assessment of Executive Functions in Primary School Children (AXEL) and Assessment of Concentration and Attention in Primary School Children (ASYΠ)].</p> <p>The course is grounded in fundamental theoretical approaches from the fields of Developmental Psychology, Cognitive Psychology, and Neuropsychology, which students have previously studied in their foundational coursework. The Laboratory focuses on those areas of Developmental Psychology, Cognitive Psychology, and Neuropsychology that relate to executive functions, attention, and concentration, providing more in-depth exploration of these domains.</p>

Upon completion of the laboratory, students will be familiar with:

- the foundational and contemporary literature on executive functions, concentration, and attention,
- the administration of specific assessment tools for executive functions, concentration, and attention in typically developing children, as well as the interpretation of the results obtained from the administration of the above assessment tools in populations of typically developing children,
- being trained in specific practical techniques,
- reflecting on the ethical implications and practical applications of research in the field of the laboratory,
- acquiring knowledge regarding the application of research in this field.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, 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
- Production of new research ideas,

(3) SYLLABUS

The course content is linked to the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], and Basic Preparation for Career Decisions and Professional Development [5]** (next to each topic/week, the connection to these core pillars is indicated).

Week 1: Overview of contemporary literature on executive functions and their importance. Presentation of the laboratory schedule and student assessment procedures – Assessment of Executive Functions in Primary School Children (AXEL) (theoretical background, tasks, interpretation of results, and examiner’s guide; DVD demonstration of test administration) [1, 2, 3, 4, 5]

Week 2: Student practical exercises on the AXEL subscales in the laboratory [2, 3, 4, 5]

Week 3: Student practical exercises on the AXEL subscales in the laboratory [2, 3, 4, 5]

Week 4: Student practical exercises on the AXEL subscales in the laboratory [2, 3, 4, 5]

Week 5: Student practical exercises on the AXEL subscales in the laboratory [2, 3, 4, 5]

Week 6: First written progress report (AXEL), discussion in the laboratory based on students' AXEL assessment experience [1, 2]

Week 7: Overview of contemporary literature on attention and concentration and their importance. Presentation of the laboratory schedule and student assessment procedures – Assessment of Concentration and Attention in Primary School Children (ASYΠ) (theoretical background, tasks, interpretation of results, and examiner's guide; DVD demonstration of test administration) [1, 2, 3, 4, 5]

Week 8: Student practical exercises on the ASYΠ subscales in the laboratory [2, 3, 4, 5]

Week 9: Student practical exercises on the ASYΠ subscales in the laboratory [2, 3, 4, 5]

Week 10: Student practical exercises on the ASYΠ subscales in the laboratory [2, 3, 4, 5]

Week 11: Student practical exercises on the ASYΠ subscales in the laboratory [2, 3, 4, 5]

Week 12: Second written progress report (ASYΠ) [1, 2]

Week 13: Laboratory discussion based on students' ASYΠ assessment experience – Summary [1, 2, 3, 4, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in classroom		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload	ECTS Credits
	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	32 hours	1,28

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Practice and Fieldwork		
	Course Total	154	6,2
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Student evaluation is in Greek language.</p> <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>		

(5) ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

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. *The Clinical Neuropsychologist*, 15(3), 309-313.
2. Best, J. R., & Miller, P. H. (2010). A developmental perspective in executive function. *Child Development*, 81(6), 1641-1660.
3. Elliott, R. (2003). Executive functions and their disorders: Imaging in clinical neuroscience. *British Medical Bulletin*, 65(1), 49-59.
4. Miyake, A. & Friedman, N. P. (2012). The Nature and Organization of Individual Differences in Executive Functions: Four General Conclusions. *Current Directions in Psychological Science*, 21(1), 8-14.
5. Sattler, J. M. (1992). *Assessment of Children* (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. *Archives of Clinical Neuropsychology*, 19, 1077-1093.