

25951 - Psychology of Students with Special Educational Needs

Syllabus Information

Academic Year: 2020/21

Subject: 25951 - Psychology of Students with Special Educational Needs

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 270 - Degree in Psychology

ECTS: 6.0

Year: 2

Semester: First Four-month period

Subject Type: Optional

Module: ---

1.General information

1.1.Aims of the course

1.2.Context and importance of this course in the degree

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

Theoretical contents (70% of grade): the assessment will be carried out through final exam about the contents of the theory sessions of the course. It will consist of a multiple-choice exam with one right answer and penalization of errors.

Practical contents (30% of grade): continuous assessment of the skills developed on the practical sessions, classroom attendance and individual and/or group assignments.

Note: in case of sanitary alarm, both the teaching and assessment activities will be conducted telematically.

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The learning methodologies employed will consist of:

1.- Theoretical sessions (lectures)

2.- Practical sessions

3.- Tuition: students will be granted personal tuition 6 hours per week so that they can get personal advice as to how best to improve their learning and keep pace with the class.

4.2.Learning tasks

Lectures delivered by the professor and occasionally students. ECTS: 4

Autonomous work: students will have to work in personal projects that will be evaluated. ECTS:2

Discussion: topics of interest will be discussed in group so that participants have the opportunity to express their views.

4.3.Syllabus

Lesson 1: ¿What do we mean by people with special needs? ¿Which level of cognitive performance shall we expect on the basis of age? ¿Is there a clear cut off point do detect for deviations from the norm?

Lesson 2: Language and hearing impairment. Main features. Presumed causes and therapeutic approach.

Lesson 3: Autism Spectrum Disorders. Main features. Presumed causes and therapeutic approach.

Lesson 4: Attention Deficit Hyperactivity Disorder. Main features. Presumed causes and therapeutic approach.

Lesson 5: Down Syndrome. Genotype and Phenotype. Potentialities or ?the room for improvement?.

Lesson 6: Psychomotor disorders. Main features. Presumed causes and therapeutic approach.

Lesson 7: Sensory impairments. On how sensory impairment hinders normal functioning and influences learning. Augmentative and alternative communication applications.

4.4.Course planning and calendar

The planning of the activities will be explained at the beginning of the course. The works to be handed by the students as well as the deadlines will be conveniently advertised with anticipation.

4.5.Bibliography and recommended resources