

Academic Year/course: 2021/22

## 61872 - Neurodevelopmental disorders

### Syllabus Information

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**Academic Year:** 2021/22

**Subject:** 61872 - Neurodevelopmental disorders

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

**Degree:** 557 - Master's in General Sanitary Psychology

**ECTS:** 3.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

**The subject and its expected results respond to the following approaches and objectives:**

The main objective of this course is for students to know ODD in greater depth, both from a theoretical and a descriptive and applied perspective. At a more specific level, students must know and recognize different syndromes related to neurodevelopment, as well as identify possible vulnerability factors associated with the appearance and / or maintenance of this group of disorders. Likewise, they must understand the family and social impact that the diagnosis of an ODD has and know how to redirect the diagnosis in terms of acceptance and motivation (depending on the cases). They must have sufficient knowledge to implement a psychological and neuropsychological evaluation protocol, advise family members, and, where appropriate, refer cases that require it to specialized early care centers. To do this, they must have communication skills and specific competencies for the preparation of clinical and referral reports.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to its achievement:

Objective 3: Health and well-being

Objective 4: Quality education;

Objective 5: Gender equality

Objective 16: Peace, justice and strong institutions

Objectives 17: Partnerships to achieve the objectives.

### 1.2. Context and importance of this course in the degree

The optional subject Neurodevelopmental disorders has been included in the teaching program of the Master of General Health Psychology for all those psychologists who have a greater interest in child and adolescent intervention. In fact, this subject, together with Comprehensive Intervention in the field of children and adolescents, would be part of the optional itinerary framed in the area of ??children and adolescents. Other reasons for the inclusion of this subject have to do with the increase in the prevalence and incidence of ODD in our society, as well as the important social and psychological repercussion that they have when they are diagnosed. Likewise, the importance of early detection and early care can play a crucial role in the prevention and, at times, the recovery of these disorders, or failing that, influence an improvement in the quality of life in those affected / as and his relatives. The high comorbidity between ODD and behavioral and learning disorders makes the contents of this subject relevant for psychologists who work, or wish to do so, with the child and adolescent population and their families, both from a clinical and forensic perspective. .

### 1.3. Recommendations to take this course

There are no prerequisites to enroll in this subject. It will be easier for students who have previous knowledge about any of the subjects of the Degree related to Clinical and Health Psychology, both general and in childhood and adolescence (psychopathology, psychological evaluation, personality theories, on techniques of intervention, psychological treatments in childhood, among others). On the other hand, the knowledge in reading English, office automation, Internet management, operation of the bibliographic resources of the university and specialized databases in psychology will be useful.

## 2. Learning goals

### 2.1. Competences

By passing the subject, the student will be more competent to ...  
CB7 - That students know how to apply the acquired knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 - That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - That students know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.

CB10 - That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

CT3 - Show interest in continuous learning, updating knowledge and continuing professional training.

CE1 - Acquire, develop and put into practice a comprehensive health concept, where its biopsychosocial components have a place, in accordance with the guidelines established by the WHO.

CE15 - Know in depth the biological and psychosocial factors associated with health and disease problems, especially those related to ODD, learning and behavior.

CE16 - . To know in depth the different models of evaluation and intervention in the field of General Health Psychology, as well as the techniques and procedures derived from them to address behavioral disorders and psychological factors associated with health problems.

### 2.2. Learning goals

The student, to pass this subject, must demonstrate the following results ...  
1. Basics:

RAB1: The student applies the knowledge acquired and is capable of solving problems in multidisciplinary environments related to health psychology.

RAB2: The student knows the social and ethical responsibilities related to the application of knowledge and judgments in the field of general health psychology.

RAB3: The student knows how to communicate their conclusions to specialized and non-specialized audiences in a clear and unambiguous way.

RAB4: The student has learning skills that allow him to continue studying in an autonomous way and is original in the development and / or application of ideas in health and research contexts.

2. Specific:

RAE1. The student acquires, develops and puts into practice a comprehensive health concept in accordance with the guidelines established by the WHO.

RAE12. The student knows in depth the psychological nature of human behavior, as well as the social and biological factors that can affect it.

RAE13. The student knows in depth the psychological nature of human behavioral disorders.

RAE14. The student knows in depth the psychosocial factors associated with health problems and illness.

RAE15. The student knows in depth the biological and psychosocial factors associated with health and disease problems, especially those related to neurodevelopment.

RAE21. The student is able to carry out promotional and educational activities for individual and community psychological health.

3. Transversal:

RAT1. The student knows the different models of evaluation and intervention in the field of Clinical and Health Psychology.

RAT2. The student knows in depth the nature and the theoretical-explanatory frameworks of the different psychopathological, health and neuropsychological disorders.

RAT3. The student knows how to assess and integrate the involvement of the different psychological aspects in the development of psychological disorders and health problems.

RAT5. The student is able to achieve an adequate level of understanding of the recipient's demand in each situation or application context.

RAT6. The student is able to show a reasonable critical sense and intellectual curiosity about the factors that influence or cause psychological and health disorders.

RAT7. The student knows and adjusts to the deontological obligations of Clinical and Health Psychology.

RAT8. The student is able to recognize and accept the ambiguity and complexity of psychological problems, as well as the tentative nature of their explanations and the social context in which they occur.

RAT9. The student is able to recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.

RAT10. The student shows an ethical and professional commitment in relation to civic, social and global responsibilities.

RAT11. The student shows interest in continuous learning, updating knowledge and continuing professional training.

### 2.3. Importance of learning goals

Students will have an overview of the different NDD, their etiology and biological, cognitive and genetic bases, main explanatory models, diagnostic criteria, evaluation and evidence-based interventions, thanks to which they will have an overview of one of the fields professional psychologists.

## 3. Assessment (1st and 2nd call)

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

The student must demonstrate that he has achieved the expected learning results through the following evaluation activities  
Written test (grade from 0 to 10) at the end of the semester. The grade may mean 60% of the final grade. The test may contain multiple choice answer questions, short questions or to be developed (to be determined at the beginning of the s u b j e c t ) .

Continuous work (grade from 0 to 10). The grade may mean around 40% of the final grade. The resulting qualifications may be derived from the delivery of practical reports, preparation of individual and / or group work, attendance at conferences or lectures related to the content of the subject, among other activities that will be determined by the person in charge of the subject. For this score to be taken into account in the final grade, the student must pass the written test reaching a minimum of 5 out of 10 points (to be determined at the beginning of the course). For those students who have not carried out adequately or passed the practical activities, they will be able to take a practical exam on the day of the final evaluation. The students will be able to carry out the activities corresponding to the continuous work as long as the attendance to the classes is not less than 80% of the teaching hours of the subject. In any case, students will have the right to a global assessment of the subject in which they can opt for the highest grade.

Note: In the event that for health security reasons a change in teaching from face-to-face to blended or not face-to-face is proposed, the proposed activities could also be carried out but through the Internet, that is, the written test would be carried out at through the Moodle platform and continued work through sending by email or presentation of work by videoconference.

1. Written test on theoretical content (grade from 0 to 10). Without changes.

2. Continuous evaluation (score from 0 to 10). The grade may mean 50% of the final grade.

The students will be able to carry out the activities of continuous evaluation as long as the attendance to the classes is not less than 80% of the teaching hours of the subject. In any case, students will have the right to a global assessment of the subject in which they can opt for the highest grade.

Teaching (section 4.1. Of the guide "General methodological presentation")

Note: In the event that for health security reasons a change in teaching is proposed from face-to-face to blended or non-face-to-face, the following modifications may be carried out:

1. The classes will be adapted to the online format (classes through Google Meet or another platform approved by Unizar).

2. Moodle will be used as the preferred way of exchanging material. Scientific articles, practical cases, Power Point presentations and links to various content of interest will be published.

3. The tutorials will be carried out by email and / or Google Meet or other tools approved by the University.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The course methodology is based on lectures and the active participation of students during the class. In the lectures, theoretical and practical contents will be explained. Questions as well as public discussions will also be introduced in th class, allowing students to reach individual and group conclusions.

Cooperative and problem-based learning methodologies may be used.

### 4.2. Learning tasks

The course includes 3 ECTS organized according to:

- Lectures (1.4 ECTS: 14 hours)
- Practical case studies (0.5 ECTS: 5 hours)
- Searching of information and cooperative work (0.3 ECTS: 3 hours)
- Reading of papers or other documents related to the course content (0.5 ECTS: 5 hours)
- Students' oral presentations (0.2 ECTS: 2 hours)
- Viewing of audiovisual material (0.1 ECTS: 1 hour)
- Attendance to seminars or lectures related to the content of the course whenever possible
- Visit to organisations concerned with neurodevelopmental diseases or families? association (if the course

coordinator considers it)

### **4.3. Syllabus**

The course will address the following topics:

- Topic 1. Introduction to neurodevelopmental disorders
- Topic 2. Autism spectrum disorder (ASD)
- Topic 3. Early brain damage
- Topic 4. Intellectual disabilities
- Topic 5. Specific Learning Disorder
- Topic 6. Attention-deficit/hyperactivity disorder (ADHD)
- Topic 7. Communication Disorders

### **4.4. Course planning and calendar**

Further information concerning the timetable, classroom, assessment dates and other details regarding this course, will be provided on the first day of class or please refer to the Moodle platform.

### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=61872&Identificador=C70630>