



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Neuropsicologia dello Sviluppo

2627-2-F5110P014

Learning area

ATYPICAL DEVELOPMENT

Learning objectives

Knowledge and understanding

- Theoretical foundations in developmental neuropsychology.
- Methodological approaches in the assessment of neurodevelopmental disorders.
- Etiopathogenesis and functional diagnosis of neurodevelopmental disorders.
- Principles of diagnosis in developmental neuropsychology.

Applying knowledge and understanding

- Diagnostic reasoning.
- Critical analysis of atypical developmental trajectories.
- Planning of support interventions and cognitive training.

Making judgments

Acquisition of critical and reflective ability in the analysis of the diagnostic process, with particular reference to the integration of observational and instrumental data useful to the assessment of individual functioning, taking also into account the principles of professional ethics formulated by the Order of Psychologists.

Communication skills

Promotion of the ability to communicate clearly, empathetically and ethically in clinical-professional settings with young individuals and their families. Communication skills, acquisition of specific vocabulary, and ability to synthesize will be assessed through written tests with open-ended questions.

Learning skills

Promotion of the ability to update his/her knowledge, through critical and autonomous analysis of national and international literature of reference for the discipline, as well as the ability to learn from direct experience with specialists and professionals in training contexts.

Contents

Methodological and theoretical approaches to some of the main developmental cognitive disorders, with particular attention to school-aged children and adolescents, will be presented.

Detailed program

- Methods and approaches in developmental neuropsychology
- Diagnostic process of neurodevelopmental disorders
- Developmental Neuropsychological assessment
- Neuro-functional plasticity in developmental cognitive deficits
- Acquired deficits: early focal brain lesion and traumatic brain injury
- Developmental disorders: Specific Learning Disabilities, Non verbal learning disability, Developmental coordination disorder

Intervention strategies in the neurodevelopmental disorders

Prerequisites

Knowledge of the neurofunctional bases of cognitive skills and developmental psychology. These requirements are acquired by taking the compulsory courses of the CdLM.

Teaching methods

In addition to lectures, part of the teaching will take place through the guided discussion of scientific articles and exercises on the course topics (interactive teaching, 14 hours).

The course is delivered in Italian and entirely in person.

The material (slides and scientific articles) is made available on the e-learning site of the course, so that attending and non-attending students can use it.

Assessment methods

The exam is written and includes 4 open-ended questions. Questions are aimed to evaluate students' critical thinking and reasoning on acquired knowledge.

Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so.

Evaluation criteria are as follows: adequacy of contents, formal organization and terminology.

The final grade is based on the overall score achieved across the different sections of the examination, according to the following grading scale:

18: Barely sufficient knowledge of the subject matter; minimal formal organization; simplistic language.

19–22: Sufficient knowledge of the fundamental content; adequate formal organization; simplistic language.

23–26: Fair knowledge; good formal organization with some inaccuracies; generally correct use of technical terminology.

27–30: Solid knowledge; good to excellent mastery of the subject matter and critical thinking skills; correct use of technical terminology.

30 with honours: Comprehensive knowledge of the subject matter and excellent critical thinking skills; excellent formal organization; outstanding command of academic and technical language.

No midterm assessments are scheduled.

Textbooks and Reading Materials

Detailed information about the teaching material will be published on the relevant page of the e-learning website.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | REDUCED INEQUALITIES
