

Updated On	2023/09/14																																
Curricular Year / Period	2023/24 / S2																																
Course	Special Education																																
Curricular Unit	Atypical Growth and Development																																
Language(s) of Instruction	Português Inglês																																
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th></th><th></th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>15</td><td>30</td><td></td><td></td><td>30</td><td></td><td></td><td>15</td><td></td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral										T	TP	PL	S	TC	E	O	OT	EC			15	30			30			15	
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Teacher in charge (GDPR consent) [complete name, email]	Maria Luísa De Sousa Panaças / mlpanacas@ipportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]																																	
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<ol style="list-style-type: none"> 1. To know the theories of typical and atypical child development and to apply current research with emphasis on the family and community context 2. To identify development factors pre, peri and postnatal environmental and biological conditions responsible for risk 3. To recognize signs of emotional distress, abuse and neglect and to use referral procedures 4. To identify and use information and resources that support the family 5. To identify environmental risks of health, safety and abuse. 6. To know how to implement prevention methods 7. To know the neurobiological and neuropsychiatric disturbances of development. 8. To identify specific disabilities, etiology, characteristics and classification 9. To describe the implications of disability for the development 10. To know common indicators of disabilities and developmental delays 11. To characterize the impact of a child with disabilities in the family interactions 12. To master the benefits of prevention and early intervention 																																
Sustainable Development Goals																																	
Syllabus	<ol style="list-style-type: none"> 1. Child development theories Biopsychosocial model Typical and atypical development Development, critical periods and alarm signs Risk factors: Established, biological and environmental risk factors and implications for development 2. Development in the family and in the community context Protective factors and resilience Attachment between the child and the caregiver Stress and trauma effects Signs of emotional distress, abuse and neglect. 3. Health and child safety Nutrition and health Diseases Safety 4. Developmental disorders Etiology and explanatory theories Different frames and implications 																																

	Prognostic, preventive and therapeutic measures
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The methodology includes theoretical exposition and articles analysis, case studies and problem solving in groups, films and group discussions. Group work around thematic debates and analysis of texts will be the main form of methodology. The theoretical contents are taught alongside the independent research from the references advised and research of related articles. The theoretical research carried out under the themes will be follow in the tutorial sessions.</p> <p>All sessions will take place remotely on the zoom platform, at the same time, starting on March 16.</p> <p>2 - Period assessment</p> <p>Students will be evaluated according to the realization of a reflective learning portfolio. The final grade will be the result of a case study report presented in a digital environment on the Zoom platform. The submission of written works will be made by email and / or by placing them on the available platforms PAE and / or moodle</p> <p>3 - Examination assesement</p>
Bibliography	<p>1 - Main Bibliography</p> <p>2 - Complementary Bibliography</p>
Special Situations <small>[Students with special status]</small>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>