



UNIVERSIDADE PRESBITERIANA MACKENZIE

Pró-Reitoria de Pesquisa e Pós-Graduação
Coordenadoria Geral de Pós-Graduação Stricto Sensu



SYLLABUS

University Unit: Center for Biological and Health Sciences		
Graduate Program: Developmental Disorders		
Degree: <input checked="" type="checkbox"/> Academic Master degree <input type="checkbox"/> Professional Master degree <input checked="" type="checkbox"/> Doctoral degree		
Subject: Evidence Based Practices on Early Childhood		
Professors: Cibelle Albuquerque de la Higuera Amato Marina Monzani da Rocha Silvana Maria Blascovi de Assis		
Observations: The purpose of this course is to provide students with the basic knowledge of concepts of language, behavior and motor development and discuss the relevance of evidence-based prevention programs for early detection of problems and for stimulation of these areas. The programmed activities should allow the reflection of the interface between physical, behavioral and language development and the developmental disorders.		
Workload: 48 h/a	Credits: 04	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Optative <input type="checkbox"/> Elective
Syllabus: Discussion of interdisciplinary topics on development focusing on the interfaces of communication, motor behavior and socioemotional.		
Program Content:: <ol style="list-style-type: none">1. What are evidence-based practices and what is the importance of these practices for health and education professionals2. What is language, main theories about language acquisition3. The initial development of language4. The relation of the cognitive, cultural and social aspects in the acquisition and the development of the language5. Formal elements and functional aspects of language6. The interface between language and developmental disorders7. Risk factors for motor development and intervention in prevention and stimulation programs8. What is behavioral problem9. Risk factors for the development of behavioral problems and the importance prevention programs10. Orientation programs for parents facing difficulties in internalizing and outsourcing in childhood11. Programs aimed at developing children's social and emotional skills		



Evaluation Criteria:

Evaluation:

Participation in the classroom; reading and critical analysis of articles and texts regarding the content of the classes, individual final work.

According to the General Regulation of *Stricto Sensu* Post-Graduation, Art. 98:

“A - excellent: corresponds to grades in the interval between 9 and 10;

B - good: corresponds to grades in the interval between 8 and 8.9;

C - regular: corresponds to grades in the interval between 7 and 7.9;

R - reprovado: corresponds to grades in the interval between 0 and 6.9.”

References:

Black, M. M. et al. (2017). Early childhood development coming of age: science through the life course. *Lancet*, 389(10064), 77-90.

Cook, B. G. et al. (2015). CEC's Standards for classifying the evidence based practices in special education. *Remedial and Special Education* 36(4), 220-234.

Glascoe, F. P. (2015). Evidence-based early detection of developmental-behavioral problems in primary care: what to expect and how to do it. *Journal of Pediatric Health Care* 29(1) 46-53.

Hamilton, J., & Çuhadaroglu-Çetin, F. (2012). Evidence-based practice in child and adolescent mental health. In: Rey, J. M. (Ed.) *IACAPAP e-Textbook of Child and Adolescent Mental Health*. Geneva: International Association for Child and Adolescent Psychiatry and Allied Professions.

Holmbeck, G. N. (2008). Evidence-based assessment in pediatric psychology: Measures of psychosocial adjustment and psychopathology. *Journal of Pediatric Psychology*, 33(9), 958-980.

Leonardi, J. L., & Meyer, S. B. (2015). Prática baseada em evidência em psicologia e a história da busca pelas provas empíricas da eficácia das psicoterapias. *Psicologia: Ciência e Profissão*, 35(4) 1139-1156.

Melnik, T, Souza, W. F., & Carvalho, M. R. (2014). A importância da prática da psicologia baseada em evidências: aspectos conceituais, níveis de evidência, mitos e resistências. *Revista Costarricense de Psicologia*, 33(2), 79-92.

Oelke, N. D., Lima, M. A. D. S., & Acosta, A. M. (2015). Translação do conhecimento: traduzindo pesquisa para uso na prática e na formulação de políticas. *Revista Gaucha de Enfermagem*, 36(3), 113-117.