

Seminar on
**„Caregiver-child interactions and social-cognitive processing
in typical and atypical development“**

4EU+ Group

The main goal of this course will be to inform students about highly advanced research within the EU on caregiver-child interactions and their impact on social-cognitive processing in normal and clinical samples (e.g. premature born and deaf children). The seminar unites leading experts from four different countries (Poland, Italy, Denmark, Germany).

It will be organized in six main blocks, including one introductory session with all participants, four main blocks, each focusing on one specific topic, and one final block to summarize results and provide feedback (again with all participants).

Each main topic block will consist of one online-lecture (with audio or video-files) of 90 minutes duration to be downloaded, and one interactive session (online) to discuss questions regarding the lecture (90 minutes).

As part of the lecture, students will be asked to solve a task (e.g. answering questions in written format, reading and summarizing a paper, writing a short essay) to prepare for the interactive session. The written material can be uploaded through moodle.

General learning goals of the course will be

- (a) to improve your English skills in writing and oral communication and
- (b) to practice exchange with students and lecturers from different EU countries.

With regard to developmental and clinical psychology, your main learning goals are to

- (a) better understand the impact of caregiver-child interactions on social-cognitive processing in different populations of young children,
- (b) to become familiar with different research approaches for studying these relations, and
- (c) to gain detailed knowledge about the specific challenges regarding social-interaction competencies that parents and children face when the child has special needs.

Evaluations will be based on written contributions as well as oral performance in the interactive sessions. The final grade will be calculated by averaging evaluations across main topic blocks. Presence in the interactive sessions is mandatory. Only students of Psychology (main subject) or Cognitive Science are eligible to applying for course participation. Credit points: 4 ECTS

Please follow the rules of your University when subscribing to the course. In addition, please send an email to Sabina.pauen@psychologie.uni-heidelberg.de who organizes this course.

Topics for individual blocks to be held on Thursdays, from 4:15-5:30 pm

April 15 th	4 EU+ Group	Introduction
April 22 nd	Heidelberg University	Self- and Co-Regulation in caregiver-child interactions: Concepts
April 29 th	Heidelberg University	Self- and Co-Regulation in caregiver-child: Methods
May 6 th	University of Copenhagen	Oxytocin and social interactions/social cognition in infancy
May 13 th	University of Copenhagen	The role of others in infants' learning
May 20 th	University of Milan	Enriched environment and early parenting intervention to promote neurodevelopment in preterm infants
May 27 th	University of Milan	Breastfeeding: an extraordinary opportunity to promote parent- infant interaction in infants with typical and atypical development
June 3 rd	University of Warsaw	Application of fNIRS technique in the studies of social cognition in children with typical and atypical development
June 10 th	University of Warsaw	Theory of mind development in deaf children with cochlear implants.
June 17 th	4 EU+ Group	Summary

Heidelberg, Germany

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