

Course 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 state-of-the-art research within the EU on caregiver-child interactions and their impact on social-cognitive processing in neurodiverse samples (e.g., typically developing as well as 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, followed by four main blocks, each focusing on one specific topic, and one final block to summarize results and provide feedback (again with all participants).

The course is joint with 3 international partner institutions therefore the main platform is classroom activity via zoom.

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

As part of the interactive session, students will be asked to present research papers in class. For the presented papers students will be asked to also write an outline/summary handout of the paper, which will be not graded but required to complete the course. The materials will be uploaded through a link that will be provided.

General learning goals of the course will be

- (a) to improve your 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, the 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.

Grades will be based on the oral group presentation 1 or 2 research papers during the semester. Presence in the interactive sessions is mandatory, but each site's students have to consider the guidelines of their institution. Due to the differences in ECTS credits and local regulations between institutions, some course requirements may differ across sites. For reference, please check your own university's website and local course information.

Please follow the rules of your university when subscribing to the course.

Topics for individual blocks to be held on Thursdays, from 4:00-5:30 pm

|                              |                          |   |
|------------------------------|--------------------------|---|
| April 20<br>(double session) | 4 EU+ Group              | Introduction  |
|                              | Heidelberg University    | Self- and Co-Regulation in caregiver-child interactions: Concepts   |
| April 27                     | Heidelberg University    | Self- and Co-Regulation in caregiver-child: Methods   |
| May 4                        | University of Copenhagen | The role of others in infants' learning   |
| May 11                       | University of Copenhagen | Oxytocin and social interactions/social cognition in infancy  |
| May 18 – break ?             |                          |   |
| May 25                       | University of Warsaw     | Application of fNIRS technique in the studies of social cognition in children with typical and atypical development               |
| June 1                       | University of Warsaw     | Theory of mind development in deaf children with cochlear implants.   |
| June 8                       | University of Milan      | Enriched environment and early parenting intervention to promote neurodevelopment in preterm infants                              |
| June 15<br>(double session)  | University of Milan      | Breastfeeding: an extraordinary opportunity to promote parent-infant interaction in infants with typical and atypical development |
|                              | 4 EU+ Group              | Summary   |

### Heidelberg, Germany

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