

Course Unit: 400331 - Developmental Psychology

Year 1 Semester 1 ISCED Code: 0313 ECTS: 4,5

Type of Course Unit: Compulsory Delivery Mode: Face-to-face

Language of Instruction: Portuguese

COURSE COORDINATOR: Adelaide Espírito Santo

HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
112,30	40	20	-	-	-	-	-	-	52,30

Prerequisites (if applicable):

LEARNING OUTCOMES (knowledge, skills and competence)

Conceptualize Development Psychology and its study objects in historic terms, referring their relationships with other sciences and its methodology;

Describe in a general way the human development process, referring the specifics of each developmental stage;

Enunciate and describe the different approaches in the study of psychological development;

Describe the global development of the human being in the various stages of his life.

Demonstrate knowledge of developmental changes caused by internal and external agents in the early years of one's life;

Demonstrate knowledge and understanding of lifelong development;

Communicate effectively to provide information, advice, instruction and professional advice to colleagues, clients, their families and other carers (interpersonal competence).

CONTENTS

Introduction to Developmental Psychology

- object of study in Developmental Psychology
- ethical issues in research in developmental psychology
- factors and development processes

The psychological evolution of the individual throughout the life cycle - main theoretical references about:

- cognitive development;
- psychosocial development;
- psychomotor development;
- moral development;
- emotional intelligence;

Specificities in the different life cycles today:

- early childhood (0-2 years): Affective bonds and autonomy

- second childhood (3-6 years): Understanding emotions and the importance of playing
- school age (7-10 years): Self development and school performance
- puberty / adolescence: The search for identity. Relationship with family, peers and adult society
- adulthood: Career development and affective relationships
- old age today: Lifestyles

DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

The content "The psychological evolution of the individual" which is subdivided into psychological conceptions about cognitive, intellectual, emotional, moral, social and also psychomotor development, allows the future therapist to know the evolutionary dimension of the human being through the life cycle, as well as situating the expected behaviors at each stage of development including the interference of different psychological processes (affective; emotional; social; cognitive) in behavior. This knowledge is developed in the content "Specificities in the different life cycles," which contributes to enable the student to reflect on the impact of crises on development and on their own crises through their development, allowing them to greater self-awareness, which leads him to know how to be and work in teams, and to act to demonstrate to the individual, family and community the importance of occupation in a healthy lifestyle.

TEACHING METHODOLOGIES

Teaching methodologies are preferably active integrating: oral exposition of contents in dialogue position, using audiovisual means, guided research and use of "model cases". Betting on an interactive methodology, the student will have the opportunity to participate in the discussion of the topics covered and clarify doubts with the teacher, being guided in the research of relevant information, in an active involvement in the pursuit of the goals considered for the course unit.

DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

The exposure of the contents by the teacher introduces the students in the theme. Through the Socratic method, the teacher encourages future therapists to participate in classes, to clarify how they perceive cognitive, intellectual, emotional, moral, social and psychomotor development through the different life cycles, contributing to the exchange of experiences among students and to know himself and others (colleagues). By viewing short videograms and analyzing behaviors in different situations and at different developmental cycles, students analyze the impact of crises on healthy development and reflect on their own developmental crises allowing them to get insight into themselves, which makes them know how to be and how to work in teams.

This knowledge will be valued in a group project work where students have the opportunity to show respect for each other's decisions and learn to work in groups. The texts discussed in class and the research for the project work give them the perspective of how development is related.

EVALUATION METHODS

Individual portfolio on the theoretical frameworks addressed in the course unit, 40%; Group project work and presentation, 50%; Attendance and participation in class, 10%. Final written exam as a second opportunity, (100%).

MAIN BIBLIOGRAPHY

- Blaye, A., & Lemaire, K. (2011). *Psicologia do desenvolvimento cognitivo da criança*. Lisboa: Instituto Piaget
- Brazelton, T. B. (2003). *O grande livro da criança. O desenvolvimento emocional e do comportamento durante os primeiros anos*. Lisboa: Editorial Presença.
- Berger, K.S. (2017). *O Desenvolvimento da Pessoa: do Nascimento à Terceira Idade*. Rio de Janeiro: LTC.
- Goleman, D. (2010). *Inteligência Emocional*. Porto: Wook – Temas e Debates.
- Fonseca, A. C. (Ed.) (2010). *Crianças e Adolescentes - Uma Abordagem Multidisciplinar*. Coimbra: Livraria Almedina
- Pérez, N. P., & Sonniz, J.N. (2011). *Psicologia del desarrollo humano: del nacimiento a la vejez*. Alicante: Ed. Club Universitario
- Slater, A., & Bremner, G. (2017). *An Introduction to Developmental Psychology*. New York: Ed. Office .
- Zelazo P.D. (2013). *Handbook of Developmental Psychology (vol.1:Body and Mind), (vol.2: Self and other)*. Oxford University.