

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

<p>Name</p> <p>Child and Adolescent Development II</p>
<p>Teaching staff (Also indicate the Professor in charge)</p> <p>Ana Isabel Pereira (Professor in charge)</p> <p>Sara Cardoso</p>
<p>ECTS</p> <p>6</p>
<p>Functioning</p> <p>One theoretical class for all students</p> <p>Four practical classes with limited enrolment</p>
<p>Learning goals</p> <p>To impart knowledge on the main developmental changes in the biological, cognitive, emotional and social domains occurring across childhood and adolescence</p> <p>To provide a direct but reflected and theoretically grounded experience of contact and psychological work with children and adolescents</p> <p>To develop a critical and scientific attitude in the observation, description, analysis and explanation of the development of children and adolescents</p> <p>The reflect on the practical, educational, social, political and ethical implications of developmental theories and concepts</p>
<p>Skills to be developed</p> <p>Describing developmental changes across childhood and adolescence</p> <p>Analysing developmental changes in the light of theoretical frameworks (Piaget, Kohlberg, Harter, Selman, Erikson, among other authors)</p> <p>Applying and analysing the results of cognitive, moral and socioemotional developmental assessment tasks</p>

Prerequisites (precedences) *

Not applicable

Contents

1. Introduction to child and adolescent development
2. The school years
 - 2.1. Cognitive development
 - 2.2. Moral development
 - 2.3. Emotional development
 - 2.4. Social development
3. Adolescence
 - 3.1. Physical development
 - 3.2. Cognitive development
 - 3.3. Moral development
 - 3.4. Emotional and identity development
 - 3.5. Social development

Bibliography

- Damon, W., & Lerner, R. M. (Eds.). (2006). *Handbook of child psychology* (6th ed.). Hoboken, NJ: John Wiley & Sons.
- Jackson, S., & Goossens, L. (Eds.). (2006). *Handbook of adolescent development*. New York: Psychology Press.
- Lourenço, O. (2002). *Psicologia do desenvolvimento moral: Teoria, dados e implicações* (3ª ed.). Coimbra: Almedina.
- Papalia, D.E., Olds, S., & Feldman, R.D. (2001). *O mundo da criança*. Lisboa: McGraw-Hill.
- Sprinthall, N. A., & Collins, W. A. (2003). *Psicologia do adolescente: Uma abordagem desenvolvimentista*. Lisboa: Fundação Calouste Gulbenkian.

Teaching methods

Lectures

Viewing of videos

Reading, analysing and discussing scientific articles

Administering developmental assessment tasks

Evaluation Regimes (General and/or Alternative)

1. Examination
2. Group work (oral presentation during practical classes and written report up to one week after presentation)
3. Participation in research (or alternative assignment if not able or willing to participate)

Evaluation Elements

(Dates due, weights, minimum required grades)

1. Group work (presented in a practical class, with a written report submitted up to one week later) – 30% of the final grade
2. Examination – 67.5% of the final grade
3. Participation in research (or alternative writing assignment) – 2.5%

For approval in the course unit, a minimum grade of 8,00 / 20 is required in the exam.

For students in general evaluation regime, the final assessment is subject to rules of attendance.

Rules for grade improvement

Any of the evaluation elements can be improved once, within the legal time limits and conditions.

Rules for students having previously failed the course unit *

In case of students repeating the course due to having failed it, evaluation elements can be transferred from the previous year to the current year, if in the current year there are evaluation elements considered as equivalent.

Requirements on attendance and punctuality

For students in general evaluation regime, the final evaluation is subject to rules of assiduity. In this way, the student will have to be present at least at 2/3 of practical classes.

The presence requires participation in the entire class.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

The rules concerning assiduity do not apply to special students, although it is recommended that the students attend all the classes.

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable