

**COURSE UNIT INFORMATION SHEET (SYLLABUS)**

**2019/2020**

<p><b>Name</b></p> <p>Adult Development</p>
<p><b>Teaching staff</b> (Also indicate the Professor in charge)</p> <p>Maria Manuela Calheiros (Professor in charge)</p> <p>Rosa Novo</p> <p>Paulo Ventura</p> <p>Isabel Janeiro</p> <p>Sandra Fernandes</p>
<p><b>ECTS</b></p> <p>6</p>
<p><b>Functioning</b></p> <p>One theoretical class for all students</p> <p>Four practical classes with limited enrolment</p>
<p><b>Learning goals</b></p> <p>To impart knowledge on the main developmental changes in cognitive, emotional and social domains occurring across life span</p> <p>To provide a direct but reflected and theoretically grounded experience of contact and psychological work with yearly adulthood, middle and later adulthood and elderhood on life span developmental tasks</p> <p>To develop a critical and scientific attitude in the observation, description, analysis and explanation through life span development</p> <p>The reflect on the practical, educational, social, political and ethical implications of developmental theories and concepts</p>
<p><b>Skills to be developed</b></p> <p>Describing and interpreting developmental changes across life span</p> <p>Analysing developmental changes in the light of life span theoretical frameworks</p> <p>Applying and analysing the results of cognitive, sociocognitive, sociomoral and socioafective developmental assessment tasks through life span</p>

**Prerequisites (precedences) \***

Not applicable

1. Introduction to the development through life

1.1. Key concepts: individuality, reciprocity of relationships, normative crises, self-concept and the person's interactions with the environment.

1.2. The role of gains and losses across the life span

1.3. Consistency and change

1.4. Crises and development processes

1.5. Life events and transitions

2. Perspectives and theoretical models of adult development

2.1. Life span perspective

2.2. Psychosocial approach and task developmental

3. Yearly adulthood, middle and later adulthood

3.1. Socio-emocional developmental tasks

3.1.1. Marriage and Family

3.1.2. Parenting and child nurture

3.1.3. Parenting: Implications for child and adult development

3.1.4. Child effects on parents

3.1.5. Work-relationship and career managing

3.1.6. Work-family conflict

3.1.7. Intergenerational relations throughout the life span

3.2. Cognitive and social-cognitive development

3.2.1. Development and cognitive changes: attention and memory

3.2.2. Development and cognitive changes: language, decision making and executive control

4. Elderhood

4.1. Active and successful aging

4.2. Aging and bio-behaviour changes

4.3. Aging and cognitive changes

4.4. Social Behavior and Aging

4.5. Normal Aging vs. pathological

### **Bibliography**

Cavanaugh, J. C., & Blanchard-Fields, F. (2018). Adult development and aging. Cengage Learning. ISBN: 0-534-52066-9

Newman, B.M. & Newman, P.R. (2015). Development Through Life: A Psychological Approach (12<sup>a</sup> Edition). Stamford, Cengage Learning. ISBN-13:978-1-285-45996-7.

Wolmen, B. B. (Editor) (1982). Handbook of Developmental Psychology. N.J, Englewood Cliffs. ISBN 0-13-372599-5.

Verhaeghen, P. (2013). Cognitive aging. In Reisberg, D. (Ed.) The Oxford handbook of cognitive psychology (pp. 1-37). doi: 10.1093/oxfordhb/9780195376746.013.0064

Lamb, M., Freund, A.M., & Lerner (editor) (2010). The Handbook of Life-Span Development: Social and Emotional Development. Vol 2. NJ: John Wiley & Sons.

### **Teaching methods**

Lectures

Viewing of videos

Reading, analysing and discussing scientific articles

Administering developmental assessment tasks

### **Evaluation Regimes** (General and/or Alternative)

General and Alternative regimes (see Rules for Special Students)

### **Evaluation Elements**

(Dates due, weights, minimum required grades)

1. Group work with a written report – 30% of the final grade
2. Participation in research (if available) – 2,5% of the final grade
3. Exam – 67,5% of the final grade (or 70% if no participation in research is available). As an alternative to the final exam, students can take two partial tests, one in the middle of the semester of the course and another at the end of the semester.

In the alternative regime, if the student did not obtain the participation in research elements, the corresponding percentages in the final grade will be transferred to the exam. Elements 1 and 3 are mandatory. For approval in the course unit, a minimum grade of 9,50/20 is required in the exam.

In General Evaluation Regime students have to attend 2/3 of classes.

### Rules for grade improvement

In case of grade improvement, evaluation elements 1, and 2 can be transferred from one year to the next, if in the following year there are evaluation elements considered as equivalent. 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 1, and 2 can be transferred from one year to the next, if in the following year there are evaluation elements considered as equivalent.

### Requirements on attendance and punctuality

See the evaluation element regarding attendance. In General Evaluation Regime students have to attend 2/3 of classes.

### Rules for special students

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

Only students in one of these situations, or students that during the semester were away from Lisbon in a mobility program (Erasmus or similar) duly recognized by the Faculty, can choose the alternative evaluation regime.

### 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