

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Dynamic Developmental Psychology
Teaching staff (Also indicate the Professor in charge) Joana Henriques Calado (professor in charge), João Justo, Salomé Vieira Santos (theoretical classes); Maria João Varandas Santos (practical classes).
ECTS 6 ECTS
Functioning Theoretical classes (2h/week) and practical classes (2h/week)
Learning goals • To reflect on developmental characteristics in childhood, puberty, adolescence, adulthood, advanced adulthood, and related problems. • To raise awareness towards an understanding of development in a life cycle, according to a psychodynamic perspective. • To familiarize students with vocabulary and basic theoretical concepts underlying the understanding of human functioning from a psychodynamic perspective.
Skills to be developed • Acquisition of knowledge on human development from a psychodynamic perspective. • Acquisition of knowledge regarding problems that may affect development across a life cycle. • Acquisition of skills for the critical lecture and analysis of scientific texts.

Prerequisites (precedences) *

N/A

Contents

- **Topic 1.** General introduction. The dynamic perspective on development.
- **Topic 2.** Psychological development during pregnancy. Psychological influences on labour and birth. Psychological adjustment and problems in puerperium and post-natal. The evaluation of the new-born. Early mother-child interaction and attachment development. The transition to parenthood.
- **Topic 3.** Infancy. Primary identification and the development of the identity. Emotional development of the child in kindergarten and in primary school years. Different perspectives on the oedipian period and the latency period.
- **Topic 4.** Adolescence as a psychological process of adjustment to puberty. Reliving of the oedipian situation and re-structuring of narcissism. Internal dimensions of autonomy construction and of a new identity synthesis.
- **Topic 5.** The beginning of adulthood: the young adult.
- **Topic 6.** The adulthood.
- **Topic 7.** Middle age. Relevance of the study of middle age. Psychosocial and psychodynamic theories as complementary perspectives. Gains and losses of middle age: biological, relational, work-related.
- **Topic 8.** The aging process from a psychodynamic perspective. Distinction between 3rd and 4th ages.

Bibliography

Coimbra de Matos, A. (2011). *Adolescência*. Lisboa: Climepsi.

Erikson, E. H. (1980). *Identity and the life cycle*. New York: W. W. Norton & Company. (Original work published 1959).

Fagulha, T. (2009). A meia-idade e a meia-idade no feminino. *Revista Portuguesa de Psicologia*, 41, 15-44.

Ferreira, T. (2002). *Em defesa da criança: Teoria e prática psicanalítica da infância* (Cap. 3). Lisboa: Assírio e Alvim.

Nugent, J. K., Petruskas, B. J., & Brazelton, T. B. (2009). *The new born as a person: Enabling healthy infant development worldwide*. New Jersey: John Wiley and Sons.

Teaching methods

The theoretical classes (2h/week) are mainly informative. However, there is an effort to encourage the active participation of the students.

The practical classes (2h/week) are centered on the presentation and discussion of the students' assignments (group assignments). That implies their active participation and interaction with the teacher. The group assignments is the presentation in class of a research work related to a topic presented in the theoretical classes. A reference list will be given to the students as a starting basis for their research.

The groups must hand in a written version of their assignment 2 weeks after the oral presentation and discussion in the classroom. This written assignments (with a minimum of 10 and a maximum of 15 pages) must follow the APA rules and adopt the structure of a scientific paper.

The general orientation of the assignments aims to enable a critical assimilation of the contents from the theoretical classes and to make students aware of scientific research related to these contents.

Evaluation Regimes (General and/or Alternative)

Follows the General Regime Assessment.

In order to be evaluated in this curricular Unit (CU), students must have:

- Realized the various evaluation elements mentioned below.
- Obtained a minimum grade of 9.5 (in 20) in all evaluation elements.

Alternative Plan

Working group assignments may be submitted via Zoom; the final written exam may take place with bibliographic consultation, via Zoom, delivered by email / moodle.

Evaluation Elements

(Dates due, weights, minimum required grades)

- | | |
|---|-----|
| • Orally presented assignments | 25% |
| • Written assignments | 25% |
| • Written exam based on content of theoretical and of practical lessons | 50% |

Rules for grade improvement

The student can improve the grade of any of the above mentioned evaluation elements with the exception of the oral presentation. The evaluation of the oral presentation of the assignments can only take place at the established date and for the students who attend the CU in that year.

Rules for students having previously failed the course unit *

N/A

Requirements on attendance and punctuality

Students are required to attend 2/3 of the practical classes and 2/3 of the theoretical classes.

Rules for special students

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

- According to Portuguese Law, working students do not need to attend the classes from the CU. They can use tutorial sessions to obtain individual help for the development of their studies.
- The absence justifications of other special students (elite athletes, student body leaders, military, fathers/mothers, with special needs) will be evaluated on a case by case basis and according to the law.

Language of instruction

Portuguese. Exceptionally, oral presentation in other languages can be accepted in the case of Erasmus students.

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