



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2021/2022

Study Programme: **Undegraduate Degree in Psychology**

Name: Parenting, Development and Health

Teaching staff: Luísa Barros (Professor in charge)

Maria Manuela Calheiros

Claúdia Camilo

ECTS 6ECTS

Functioning: One theoretical-practical class (three hours) per week

Learning goals

To define the concept of parenting in its multiple dimensions, based on the literature of the specialty;

To become acquainted with the changes and impact of parenting throughout the life cycle of the children

To identify and analyze the behavioral, cognitive and emotional dimensions of parenting

To become acquainted with results of the current research on the similarities and specificities of parenting in different family configurations

To explore and analyze the implications of research on the impact of parenting on development, mental health, health promotion and adaptation to chronic illness

To define the concept of dysfunctional parenting in different dimensions

Skills to be developed

To recognize and coordinate the multiplicity of dimensions included in studies on parenting

To conduct review and critical analysis of the literature on the different studies that address parenting throughout the life cycle



To conduct a comparative analysis, synthesis of studies about the impact of parenting on children's development and health

To do a reflective analysis on the relevance of parenting studies for different areas of applied psychology

To analyze psycho-social and educational concepts of families at risk (e.g., poverty, migration, ethnic minorities)

Prerequisites (precedences) * N.A.

Contents

1. Introduction to the study of parenting in psychology; what is quality in parenting?
2. Dimensions of parenting and its determinants; Behavioral, cognitive and affective processes; parenting and emotional self-regulation.
3. The neuroscientific perspective on the different dimensions of parenting;
4. Parenting throughout the life cycle;
5. Different parenting conditions (coparenting, single parents, reconstructed families, homoparenting)
6. Impact of parenting on the development of children and adolescents
7. Impact of parenting on health promotion for children and adolescents
8. Parenting in health risk situations: chronic illness and disability
9. Parenting in psycho-social risk situations and abusive parenting

Bibliography

- . Bornstein, M. H. (2005). *Handbook of parenting*: Psychology Press.
- . Calheiros, MM (2006). A construção social do mau-trato e negligência: do senso comum ao conhecimento científico. Fundação Calouste Gulbenkian/Fundação para a Ciência e Tecnologia. Imprensa de Coimbra. Lda.
- . Klika, J. B., & Conte, J. R. (Eds.). (2017). *The APSAC handbook on child maltreatment*. Sage Publications.
- . Sanders, M. R., & Morawska, A. (Eds.). (2018). *Handbook of parenting and child development across the lifespan*. New York: Springer.
- . Pereira, A.I.; Goes,A.R. & Barros,L. (2015). *Promoção da parentalidade positiva: intervenções psicológicas com pais de crianças e adolescentes*. Coisas de Ler.

Teaching methods



The weekly classes are organized in a 1st part of theoretical expository teaching based on audiovisual materials; and a 2nd part of applied classes in which students work individually or in a small group and use participatory methodologies, such as viewing and discussing videos, analysis and discussion of articles, and guided questioning and theoretical reflection on aspects related to the syllabus. Teaching methodologies also include the autonomous work of reading and analyzing recommended bibliographic references (available on the Moodle platform), which must be carried out before each class. Students carry out an applied group work (literature review and reflective analysis of a specific theme related to the impact of parenting on the development and health of children and adolescents), which is presented and discussed in the last two classes and is the subject of a final report.

Evaluation Regimes (General and/or Alternative)

General Evaluation Regime with components of continuous evaluation and final evaluation

Evaluation Elements

The elements of assessment include: A. group work (Oral presentation 25%; Written report: 15%), B. Participation in the class activities (10%) C. Final Written Exam (50%). The group work is presented in the last two classes, where the teacher and the other students offer feedback; the written report is delivered on a date to be agreed during the exam period.

Rules for grade improvement

Improvement of grade can be made in the subsequent period of the final exam only.

Rules for students having previously failed the course unit *

N.A.

Requirements on attendance and punctuality

Mandatory presence in 2 /3 of the total number of classes (rounded up) and active participation in the proposed activities. Punctuality is a requirement.

Rules for special students

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

Mandatory presences are not applicable but presence is highly recommended and all tasks need to be completed

Language of instruction



Portuguese and English. Most references are in English. Students can participate and present their work in Portuguese or English.

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