



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Undergraduate Degree in Psychology

Name Child and Adolescent Development I
Teaching staff (Also indicate the Professor in charge) Ana Isabel Pereira <i>Teacher to be designated</i> João Justo
ECTS 6
Functioning 1 theoretical class for all students 4 practical classes
Learning goals <ul style="list-style-type: none">• To understand the nature of developmental psychology, so as to be able to identify the kind of problems, methodologies and theoretical assets specific to it• To recognize the influence of biological, social, cultural, and contextual factors in development throughout life• To understand the major changes in terms of biological development, cognitive, emotional and social throughout the first 6 years of life• To develop a critical and scientific attitude in the observation, description, analysis and explanation of developmental changes• To know the main methodologies and some instruments for the assessment of the psychological development of the child



Skills to be developed

- Observational skills of the process of human development
- Competencies of analysis and interpretation of the developmental changes in reference to theories of development
- Reflection on the practical educational, social, political and ethical implications of developmental theories and concepts

Prerequisites (precedences) *

None

Contents

1. Introduction to developmental psychology
 - 1.1. Concept, contexts and factors of development
 - 1.2. Basic questions and theoretical issues in developmental psychology

2. Theoretical models and perspectives on development
 - 2.1. Maturational models
 - 2.2. Constructivist models
 - 2.3. Psychoanalytic models
 - 2.4. Contextual models

3. Developmental psychology methods
 - 3.1. Research methods in the study of development
 - 3.2. Developmental assessment instruments

4. Infancy and toddlerhood
 - 4.1. Physical development
 - 4.2. Cognitive, perceptive and language development
 - 4.3. Social-emotional development

5. Early Childhood
 - 5.1. Physical development
 - 5.2. Cognitive, perceptive and language development
 - 5.3. Social-emotional development



Bibliography

- Lerner, R. M. (2002). *Concepts and theories of human development* (3rd ed.). Lawrence Erlbaum Associates.
- Keenan, T. & Evans, S. Crowley (2016). *An Introduction to Child Development* (3rd ed.). Sage Publications.
- Lourenço, O. (2005). *Psicologia do desenvolvimento cognitivo: Teoria, dados e implicações*. Almedina.
- Papalia, D.E., Olds, S., & Feldman, R.D. (2001). *O mundo da criança*. McGraw-Hill.
- Slater, A. & Bremner, J.G. (Eds.) (2010). *An Introduction to Developmental Psychology* (2nd ed.). Blackwell Publishers.

Other references will be given along the semester, in classes.

Teaching methods

- Theoretical explanation
- Video viewing
- Reading and discussion of scientific texts
- Observation of the administration of developmental tests/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. Examination – 67.5%
2. Group work – 30% (oral presentation during practical classes and written report up to one week after presentation)
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. Only the 3rd element (Participation in research or alternative written assignment) is optional.

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 assiduity will be registered through a weekly exercise available on elearning.

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