

ID	2654
Curricular Unit	Depth topics in Human Development
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It is intended that the student:

Learning Outcomes

- Explore in depth the major theories of human development, including evolutionary theory, psychosexual theory, psychosocial theory, theory of cognitive development, learning theories, theory of social roles, life course theory, social cognitive theory historical and theory of dynamical systems.
- Take a closer look, according to each of the theories addressed the following aspects:
 - What is the direction of change throughout life?
 - To what extent is the theory contributes to the understanding of patterns of change and continuity?
 - What are the mechanisms that contribute to growth?
 - What are the hypotheses or predictions that emerge from your analysis?
 - To what extent are relevant early experiences for later development?
 - What theories offer evidence to support this view?
 - How the physical, cognitive, emotional and social development interact?
 - To what extent the theories explaining these interactions?

Syllabus	<p>Issues and perspectives on development hum year: the structural components of the major perspectives on human development: assumptions, to explain phenomena, study methods, principles and mechanisms of change Theories emphasize the biological factors Theories emphasize the environmental factors the theories emphasize the interaction between the individual and the involvement</p> <p>· Major theories of human development (key concepts and mechanisms, patterns of change and continuity, strengths / weaknesses, new directions): evolutionary theory psychosexual Theory Psychosocial Theory Theory of cognitive development The Learning Theories Theory of social roles Theory route life the socio-cognitive Historical Theory the theory of dynamical systems</p> <p>· Resilience and development : Development through life: stadiums, cumulative sequences, developmental tasks, life events and transitions the factors, processes and MODELS Risk and Protection</p>
Evaluation	<p>1. Continuous Assessment Students who opt for continuous assessment model shall meet the following requirements: a) Get at least two thirds of attendance in practical classes; b) Implement a practical group work (orientated during the practical classes) and perform their oral presentation;</p> <p>2. Final Exam</p>
Bibliography	<p>Green, M. (1989). Theories of Human Development: A Comparative Approach . New Jersey: Prentice-Hall.</p> <p>Kaplan, HB (1999). Toward an understanding of resilience: A critical review of definitions and models. In MD Glantz & JL Johnson (Eds.), Resilience and development: Positive life adaptations (pp. 17-83). New York: Klumer Academic / Plenum Publishers</p> <p>Newman, BM and Newman, PR (2007). Theories of Human Development . New Jersey: Lawrence Erlbaum Associates.</p> <p>Simoes, C. (2005). Resilience, Health and Development. In MG Matos (Ed.), Communication and conflict management and health at school . Lisbon: CDI / FMH</p> <p>Sugarman, L. (2006). Life-Span Development: Frameworks, Accounts and Strategies . New York: Psychology Press.</p> <p>Thomas, RM (2001). Recent Theories of Human Development . London: Sage Publications.</p>