

ID	2969
Curricular Unit	Introduction to Human Development
Regent	Maria Celeste Rocha Simões
Learning Outcomes	The course aims that the student: - Identifies the main theories on human development; - Identifies the basic assumptions of the developmental approach; - Identifies and describes the various stages of human development in the areas: emotional, social, language and cognition and the general and particular aspects allied to them; - Identifies factors, processes and situations of risk and protective on an individual or group level, for the positive development; - Identifies and describes determinants aspects of individual behaviour, throughout its development, taking into consideration perceptive, cognitive, behavioural, emotional and motivational aspects, besides the broader social context.
Syllabus	A. SOCIO-EMOTIONAL, COGNITIVE AND LANGUAGE IN LIFE-SPAN 1. Conceptual Framework 2. The first months of life 3. The childhood 4. The adolescence 5. The adulthood 6. The old age B. SOCIAL BEHAVIOUR DEVELOPMENT 1. Development of personal and social skills, emotional intelligence and socialization 2. Social learning 3. Communication and social behaviour: interpersonal communication, non-verbal and verbal 4. Factors associated with social behaviour
Evaluation	Written test (at the end of the semester) concerning all topics covered in the discipline (50%) Presentation of a work group (public and written) in classes (50%)
Bibliography	Bronfenbrenner, U. (1997). Ecological models of human development. In M. Gauvain & M. Cole (Eds.), Readings on development of children (2nd ed., pp. 3-8). New York: W. H. Freeman & Company. Brookfield, S. (2000). Adult Cognition as a Dimension of Lifelong Learning. From http://www.open.ac.uk/lifelong-learning/papers/393CD0DF-000B-67DB-0000015700000157 StephenBrookfieldpaper.doc Caballo, V. (1987). Teoria, Evaluation y Entrenamiento de las habilidades sociales. Valência: Promolivro. Erickson, E. (1982). The life cycle completed: A review. New York: W.W. Norton & Company. Faw, T. (1981). Psicologia do desenvolvimento: Infância e adolescência. São Paulo: McGraw-Hill. Fontaine, R. (2000). Psicologia do envelhecimento. Lisboa: Climepsi. Kohlberg, L. (1981). The psychology of moral development: Moral stages and the ideia of justice. San Francisco: Harper & Row. Matos, M. G. (2005) (ed.). Comunicação e gestão de conflitos e saúde na escola. Lisboa: FMH/CDI. Mitchell, P. & Ziegler (2007). Fundamentals of development: The psychology of childhood. Hove: Psychology Press. Piaget, J. (1983). Piaget's theory. New York: John Wiley. Sprinthall, N. A., & Collins, W. A. (1999). Psicologia do adolescente: Uma abordagem desenvolvimentalista (2.ª ed.). Lisboa: Fundação Calouste Gulbenkian. Other Bibliography: Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology. Retrieved 20-09-2002, from www.findarticles.com Feldman, R. S. (2001). Compreender a psicologia. Lisboa: McGraw-Hill. Matos, M. G., Simões, C., Tomé, G., Gaspar, T., Camacho, I., Diniz, J. A., et al. (2006). A saúde dos adolescentes portugueses: Hoje em 8 anos. http://www.fmh.utl.pt/aventurasocial/pdf/191206/nacional.pdf Simões, C. (2007). Comportamentos de risco na adolescência. Lisboa: FCG/FCT. Sprinthall, N. A., & Sprinthall, R. C. (1993). Psicologia Educacional. Lisboa: McGraw-Hill.