

ID	3381
Curricular Unit	Introduction to Human Development
Regent	Maria Celeste Rocha Simões
Learning Outcomes	<p>The course aims that the student:</p> <ul style="list-style-type: none"> - 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	<p>A. SOCIO-EMOTIONAL, COGNITIVE AND LANGUAGE IN LIFE-SPAN</p> <ol style="list-style-type: none"> 1. Conceptual Framework 2. The first months of life 3. The childhood 4. The adolescence 5. The adulthood 6. The old age <p>B. SOCIAL BEHAVIOUR DEVELOPMENT</p> <ol style="list-style-type: none"> 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	<p>Written test (at the end of the semester) concerning all topics covered in the discipline (50%)</p> <p>Presentation of a work group (public and written) in classes (50%)</p>
Bibliography	<p>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.</p> <p>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</p> <p>Caballo, V. (1987). Teoría, Evaluación y Entrenamiento de las habilidades sociales. València: Promolibro.</p> <p>Erickson, E. (1982). The life cycle completed: A review. New York: W.W. Norton & Company.</p> <p>Faw, T. (1981). Psicologia do desenvolvimento: Infância e adolescência. São Paulo: McGraw-Hill.</p> <p>Fontaine, R. (2000). Psicologia do envelhecimento. Lisboa: Climepsi.</p> <p>Kohlberg, L. (1981). The psychology of moral development: Moral stages and the idea of justice. San Francisco: Harper & Row.</p> <p>Matos, M. G. (2005) (ed.). Comunicação e gestão de conflitos e saúde na escola. Lisboa: FMH/CDI.</p> <p>Mitchell, P. & Ziegler (2007). Fundamentals of development: The psychology of childhood. Hove: Psychology Press.</p> <p>Piaget, J. (1983). Piaget's theory. New York: John Wiley.</p> <p>Sprinthall, N. A., & Collins, W. A. (1999). Psicologia do adolescente: Uma abordagem desenvolvimentalista (2.ª ed.). Lisboa: Fundação Calouste Gulbenkian.</p> <p>Other Bibliography:</p> <p>Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology. Retrieved 20-09-2002, from www.findarticles.com</p> <p>Feldman, R. S. (2001). Compreender a psicologia. Lisboa: McGraw-Hill.</p> <p>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</p> <p>Simões, C. (2007). Comportamentos de risco na adolescência. Lisboa: FCG/FCT.</p> <p>Sprinthall, N. A., & Sprinthall, R. C. (1993). Psicologia Educacional. Lisboa: McGraw-Hill.</p>