

Course Unit	Child and Adolescent Psychology		Field of study	Psychology	
Bachelor in	Social Education		School	School of Education	
Academic Year	2022/2023	Year of study	1	Level	1-1
Type	Annual	Semester	-	ECTS credits	7.0
Code	9084-628-1003-00-22				
Workload (hours)	189	Contact hours	T -	TP 63	PL -
			TC -	S -	E -
			OT 18	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Rosa Maria Ramos Novo

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Describe the key concepts of developmental psychology.
2. Differentiate concepts and core principles from some theories of child and adolescent development. .
3. Analyze the influence of the family, school and social media

Prerequisites

Before the course unit the learner is expected to be able to:
None.

Course contents

1. Some key concepts of developmental psychology. 2. Some foundational models of development. 3. The importance of quality of attachment. 4. The educational influence of family, school and media.

Course contents (extended version)

1. Some key concepts of developmental psychology.
 - The notions of development, stage and life-span
2. Some foundational models of development and their social and educational implications
 - Cognitive and ludic development: Piaget and Vygotsky
 - Moral development of Piaget and Kolberg
 - The psychosocial development of Erik Erikson
3. The importance of quality of attachment (Bowlby & Mary Ainsworth).
4. The educational influence of family, school and media.

Recommended reading

1. Bee, L. H. & Boyd, D. (2019). The developing child. Pearson Editions.
2. Lerner, R., Easterbrooks, M. , & Mistry, J. (2012). Handbook of Psychology, Volume 6, Developmental Psychology. Wiley & Sons, Inc
3. Levine, L., & Munsch, J. (2020). Child Development - an active learning approach: from infancy to adolescence. Sage Publications, Inc.
4. Papalia, D., & Martorelli, G.. (2022). Desenvolvimento Humano. Artmed Editora.
5. Shaffer, D., & Kipp, K. (2013). Psicologia do Desenvolvimento: Infância e Adolescência. Editora Cengage Learning.

Teaching and learning methods

The students are encouraged to discuss argumentative and reflective of the themes under study. The development of research capacity and the collaborative construction of knowledge will be valued, making use of tintermediate proof written and validation of learning in a large group, and the development of projects in small groups, with presentation and debate in a large group

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (intermediate proof written)
 - Projects - 40% (group evaluation: review on relevant topic)
2. Exam Evaluation - (Regular, Student Worker) (Supplementary)
 - Final Written Exam - 100%
3. Alternative 3 - (Regular, Student Worker) (Special)
 - Final Written Exam - 100%

Language of instruction

Portuguese

Electronic validation

Rosa Maria Ramos Novo	Pedro Augusto Oliveira Salgueiro	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
10-12-2022	11-12-2022	11-12-2022	02-01-2023