# . - Developmental Psychology

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***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to teach students the basics of the phases, mechanisms and processes of psychological development, illustrating the main theoretical, research and intervention models developed in the area of developmental psychology. Both the classical contributions and those made available by more recent research will be presented, with particular reference to the life cycle stages of infancy, childhood and adolescence.

***Intended learning outcomes***

*Knowledge and understanding*.

At the end of the course, students will be able to know and understand:

- the epistemological foundations of developmental psychology;

- the main paradigms of knowledge related to the different fields of motor, cognitive, emotional, affective-relational, moral, and social development;

- the main assessment and research methodologies in the field of developmental psychology (with particular reference to the observation of the interaction and interview).

- the key models and methodologies of intervention in the field of developmental psychology, with a focus on the socialisation contexts of family and school.

*Applying knowledge and understanding.*

At the end of the course, students will be able to use their acquired knowledge to:

- identify the psychological and educational needs of children and adolescents;

- consider and analyse the evolutionary behaviour and psychological functioning of the individual at different stages of life, as an outcome of developmental processes over time and not only of concurrent factors;

- identify the risk and/or protective factors characterising the different paths and contexts of development;

- develop their critical knowledge of the strengths and the limits of each theoretical approach elaborated within the discipline;

- understand the relationships existing between the processes and the results of development, as well as the methodologies and interventions that promote people’s health and wellbeing.

- know and develop the applied understanding skills that will allow them to design and assess assisted resilience interventions to support vulnerable children at risk.

*Independent judgment*

At the end of the course, students will be able to carry out a critical analysis of the characteristics and the evolutional trends of the typical development of children and teenagers.

*Communication skills*

At the end of the course, students will be able to demonstrate their mastery of the specific terminology used in developmental psychology.

***COURSE CONTENT***

The course will provide an introduction of the object of developmental psychology, followed by the illustration of the main theoretical explicative models. Then, it will analyse the processes and the stages of growth in the main fields of development, with a focus on the changes introduced by interactionist and contextualist theories, and the related overcoming of stadial theories. Finally, it will illustrate the most important assessment and research methodologies in the field of developmental psychology. During the course, the interpretive model of development will be considered as the outcome of the interaction between protective and risk factors, existing both at the individual level and within the different contexts of growth. The course will include two in-depth thematic studies: the first one will be focused on the peculiarities and features of fragile parenthood, while the second one will explore the construct of resilience, and its use in the field of national and international child protection programmes.

The course includes two topical in-depth studies. One concerns the unique features and functioning characteristics of fragile parenthood, while the other covers the construct of resilience and its use in Italian and international child protection programmes. The course will comprise the following learning units:

Unit 1: Emotional development: the appearance, expression, and recognition of emotions in children

Unit 2: Affective development: attachment, separation, and loss

Unit 3: Children’s cognitive development: the theories by Piaget, Vygotskij, Bruner, and the theory of mind

Unit 4: The development of postural and motor skills, ambulation, and manipulation

Unit 5: Moral and social development: socialisation and the acquisition of moral skills

Unit 6. The main educational contexts of growth and development: the family and the school

In-depth study (I): The construct of “resilience”, and its use within national and international child protection programmes.

In-depth study (II): Adolescents and developmental tasks.

***READING LIST***

Caravita, S. - Milani, L. - Traficante, D. (2018). *Psicologia dello sviluppo e dell’educazione.* Il Mulino, Bologna, 2018.

Corsano, P. *Socializzazioni. La costruzione delle competenze relazionali dall’infanzia alla preadolescenza.* Carocci, Roma, 2007

Slides delle lezioni e materiali che saranno resi disponibili on-line nell’aula virtuale del corso disponibile in Blackboard.

One book chosen from the following list.

List of books to choose from

Boerchi, D. - Valtolina, G. *Nella mia classe, il mondo. I processi educativi nella scuola multietnica*. Edizioni Junior, Parma, 2021. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/autori-vari/nella-mia-classe-il-mondo-i-processi-educativi-nella-scuola-multietnica-9788884348968-693089.html)

Castelli, C. *Resilienza e creatività. Teorie e Tecniche in contesti di vulnerabilità,* Angeli, Milano, 2011. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/resilienza-e-creativita-teorie-e-tecniche-nei-contesti-di-vulnerabilita-9788856833737-175335.html)

Caviglia, G. *Teoria dell’Attaccamento. Storia, Strumenti, Psicopatologia.* Carocci editore: Bussole, Roma, 2016. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/giorgio-caviglia/teoria-dellattaccamento-storia-strumenti-psicopatologia-9788843084739-243271.html)

Cigala, A. - Corsano, P*. «Ricomincio da tre...». Competenza emotiva e costruzione del Sé in età prescolare*. Unicopli, Milano, 2011. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/ada-cigala-paola-corsano/ricomincio-da-tre-competenza-emotiva-e-costruzione-del-se-in-eta-prescolare-9788840014777-206275.html?search_string=Ricomincio%20da%20tre...%C2%BB.%20Competenza%20emotiva%20e%20costruzione%20del%20S%C3%A9%20in%20et%C3%A0%20prescolare&search_results=1)

Confalonieri, E. (a cura di). *LOVE SKILLS IN ADOLESCENZA. Come promuovere e sviluppare competenze nelle relazioni sentimentali*. Angeli, Milano, 2020. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/emanuela-confalonieri/love-skills-in-adolescenza-come-promuovere-e-sviluppare-competenze-nelle-relazioni-sentimentali-9788835107125-688189.html)

Di Blasio - P, Miragoli, S. - Camisasca, E. *Mamma e papà litigano ancora! Dinamiche familiari e processi di sviluppo in situazioni di conflitto genitoriale*. Unicopli, Firenze, 2022. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/paola-di-blasio-sarah-miragoli-elena-camisasca/mamma-e-papa-litigano-ancora-dinamiche-familiari-e-processi-di-sviluppo-in-situazioni-di-conflitto-genitoriale-9788840022178-710455.html)

Donghi, E. - Pagani, V. - Appiani, F. - Caravita, S. *Bullismo online*. *Conoscere e contrastare il Cyberbullismo.* Maggioli Editore, Milano, 2018.

Olivari, M. G. - Confalonieri, E. *Il corpo (im)perfetto. Cambiamenti corporei in infanzia e adolescenza e implicazioni psicologiche*. San Paolo Edizioni, Milano, 2021. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/maria-giulia-olivari-manuela-maria-confalonieri/il-corpo-imperfetto-cambiamenti-corporei-in-infanzia-e-adolescenza-e-implicazioni-psicologiche-9788892223929-692159.html)

Traficante, D. - Zanetti, M. A. *Osservare lo sviluppo. Aspetti teorici, metodologici e applicativi*. Unicopli, Milano, 2008.

***TEACHING METHOD***

The course content will be explored through frontal lectures, discussions in class based on predefined topics, and the presentation of videos aimed at the explanation and/or exemplification of the theory, in order to allow students to make observable and consolidate the learning of the topics analysed during the lectures. In addition, the course will include the in-depth study of topics related to the field of developmental psychology. The course will adopt an interactive teaching method.

To facilitate a more in-depth study of the discipline's contents, students will be offered the opportunity to participate in single topic tutorials in addition to the standard course hours. Attendance at the tutorials is not compulsory.

The material available to students will be optimised through use of the Blackboard platform on the University website**.**

***ASSESSMENT METHOD AND CRITERIA***

An oral exam. Students will be asked to answer 4 questions covering the 4 course areas:

1. the institutional part (Caravita, S., Milani, L., & Traficante, D. (2018). *Psicologia dello sviluppo e dell’educazione.* Bologna: Il Mulino);
2. the text “Corsano, P. (2007). Socializzazioni. La costruzione delle competenze relazionali dall’infanzia alla preadolescenza. Rome: Carocci";
3. topics and materials presented in class;
4. volume of student's own choice, taken from the above list.

***Assessment criteria***: In assessing the student's knowledge, consideration will be given to the completeness, relevance and accuracy of their answers, as well as the appropriateness of the language used. The answers to the questions will be given a mark from 0-3, based on the following criteria:

0 = missing or incorrect answer;

1 = answer with sporadic and unsystematic correct elements, overall mostly incorrect, irrelevant and ineffectively presented content;

2 = answer correctly contextualised with sufficient but incomplete content, some incorrect elements ineffectively or incompletely presented,

3 = correct, well presented, relevant and consistent answer.

In order to pass the exam, students will have to obtain a minimum pass mark on all questions.

***NOTES AND PREREQUISITES***

Course attendance is strongly recommended.

*Prerequisites.* Students should possess basic knowledge in the areas of general psychology and dynamic psychology, and the main theoretical models of scientific psychology.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.