CD/PS361 DEVELOPMENTAL PSYCHOLOGY
IES Abroad Rome

DESCRIPTION:
The primary aim of this course is to provide a current and comprehensive overview of child and adolescent development that reflects the best theories and research that developmental psychology has to offer. This course explores the processes that underlie developmental change: the student acquires a firm understanding of the causes and complexities of development, and how this knowledge could be applied to real life settings.

Current research and examples across a number of human development concerns are examined and students have opportunities to evaluate, synthesize and apply this information to case studies. The course prepares students to read psychological literature with a critical eye, considering the difficulties involved in studying human psychological processes in an objective way. It provides a deep understanding of the biological foundation of human development, and how biological changes influence the psychological development of human beings. The most important theories and research on cognitive development during childhood and adolescence are presented and critically analyzed, with a specific focus on how intelligence, language and communication skills develop. The course also covers other core developmental topics such as emotional development, temperament and attachment; sex differences and gender-role development; aggression altruism and moral development; and how the social context (family, peers, school and technology) influences human development.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF PRESENTATION: English

PREREQUISITES: At least one semester of Introduction to Psychology is a prerequisite for this course

ADDITIONAL COST: None

METHOD OF PRESENTATION: lessons include lectures (using slides and videos), role-playing, class discussions, case studies and course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation 10%
- Research paper 20%
- Presentation 10%
- Reflection paper 15%
- Midterm exam 20%
- Final exam 25%

Details of required work:

- Research paper: students prepare a research question based on a topic of their choice covered in the course. This forms the basis of their academic paper. The research paper is due on week 5, session 1, by 6.00pm. Students who submit their papers after the deadline will lose 4 percentage point from the paper’s grade. The research paper should be 3000 words in length (2500-3000 words), typed, doubled-spaced, font 12 and should be submitted both electronically (to the Professor’s e-mail) and in paper format to the instructor in class.
- Reflection paper: students reflect on their experience of the connection between their psychological features and their developmental history, using the psychological concepts and theories covered in the course. The reflection paper is due on week 8, session 1, by 6.00pm. Students who submit their papers after the deadline will lose 4 percentage point from the
paper’s grade. The reflection paper should be 2000 words in length (1750-2000 words), typed, doubled-spaced, font 12 and should be submitted both electronically (to the Professor’s e-mail) and in paper format to the instructor in class.

- Presentation: students are requested to give a presentation of their research paper to the class. Presentations should last a maximum of 10 minutes.
- Midterm exam: written test with both multiple-choice and open-ended questions
- Final exam: written test with both multiple-choice and open-ended questions

Grading Rubric for student participation:

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<th>Grade</th>
<th>Description</th>
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| A     | Excellent participation  
The student’s contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates’ opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities. |
| B     | Very good participation  
The student’s contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others’ contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others’ ideas. Regularly involved in the activities but occasionally loses concentration or energy. |
| C     | Regular participation  
The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others’ ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand. |
| F     | Insufficient participation  
Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others’ ideas. |

LEARNING OUTCOMES:
By the end of the course, students will be able to:
- Define and appreciate the many methodological approaches to the psychology of human development and how different theories emphasize different aspects of it
- Outline and discuss psychological concepts and theories of developmental psychology
- Define, analyze, and evaluate data from developmental psychology
- Define the biological and environmental factors that cause human development
- Identify the holistic nature of human development: how the physical, cognitive, social and emotional components of the “developing self” interact with each other in generating developmental changes
- Define and appreciate the specific contribution of Italian researchers and clinicians to the international field of developmental psychology
**ATTENDANCE POLICY:**
Attendance is mandatory for all IES classes, including field studies. If a student misses more than one class in this course, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy. Do plan your semester accordingly.

**CONTENT:**

<table>
<thead>
<tr>
<th>Week &amp; Session</th>
<th>Content</th>
<th>Assignments &amp; Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
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| Week 5  
Session 1 | Class presentations 1  
Deadline for research paper submission |  |

| Session 2 | In class guest speaker  
Dr Di Maggio, “Neuropsichiatria Infantile”: an Italian perspective on child and adolescent psychopathology |  |
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Session 1</th>
<th>Development of language and communication skills</th>
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<td>In class guest speaker</td>
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<td>Dr Giannandrea. The development of an Italian Mindfulness Based Protocol for children with ADHD</td>
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| Session 2 |
|-----------|-----------|
|           | Midterm exam |

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<tr>
<th>Week 7</th>
<th>Session 1</th>
<th>Social and personality development: emotional development, temperament and attachment</th>
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Session 2

Social and personality development; emotional development, temperament and attachment (part II)


Week 8:  
Session 1

Development of self-contempt  
Deadline for reflection paper submission


| Session 2 | Course-related trip  
Opera Nazionale Montessori. The origins and the current applications of the Montessori method. |
|---------------|------------------------------------------------|
| **Week 9:  
Session 1** | Sex differences and gender-role development |
*Developmental Psychology: Childhood and Adolescence*. Chapter 12:  
*Introduction to Developmental Psychology and its research strategies*, pp.457-474. |

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<thead>
<tr>
<th>Session 2</th>
<th>Applying developmental themes to sex Differences and gender role development</th>
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<th>Week 10: Session 1</th>
<th>Aggression, altruism and moral development</th>
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| **Week 11**  
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<tr>
<th>Session</th>
<th>Context</th>
<th>Reading Material</th>
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<td><strong>Week 12</strong></td>
<td><strong>Session 1</strong></td>
<td>The context of human development: peers</td>
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Session 2
The context of human development: schools and technology


Final exam

COURSE-RELATED TRIPS:
- Opera Nazionale Montessori
- Institute of Child Neuropsychiatry

REQUIRED READINGS:


RECOMMENDED READINGS:


