SOCIAL DEVELOPMENT AND PERSONALITY DEVELOPMENT– Code 800157

Academic Year 2016-17

COURSE INFORMATION

Undergraduate Studies: 0812 – Degree in Psychology   (Studies Plan 2009-10)
Type: Basic
ECTS: 6.0
Module: Basic Psychological training
Area: Life-span and educational psychology
Year: Second
Semester: 1

INSTRUCTOR INFORMATION

Name: Javier Martín Babarro
Mail: jbabarro@psi.ucm.es
Office number: 2313 C - BUILDING II (Logopedia)- 3rd floor
Office hours: Monday from 11:30 to 14:30

SYNOPSIS

COMPETENCIES

General competencies
CG3: To know and to understand the processes and main stages of developmental psychology throughout the life cycle.
CG15 Know and comply with the requirements of professional ethics in Clinical and Educational.

Transversal competencies
CT1: Analysis and synthesis
CT2: Preparation and defence of properly reasoned arguments.
CT5: Looking for information and data interpretation on social, scientific and ethical topics related to the field of Psychology.
CT7: Critical thinking and self- analysis.
CT9: Communication skills, learning how to communicate ideas to both, professional and non-professional audiences.

Specific competencies

CE5: Be able to identify differences, problems and needs.

TEACHING ACTIVITIES

Lessons Contents (60% of final grade):

Readings

Readings 1, 3 and 4 by Shonkoff et al. (2011) from Center on the Developing Child, HarvardUniversity,

USA). Reading 2 by Christina Salmivalli (Turku University, Finland).

1- Young children develop in an environment of relationships

2.- Bullying and the peer group: a review

3.- Supportive relationships and active skill-building strengthen the foundations of resilience

4.- The science of neglect: the persistent absence of responsive care disrupts the developing brain

PPT files and readings will be available on the campus site

Oral presentation (10% of final grade)

- Those presentations will be carried out by groups of 3-4 members. Each group will be given a reading to present.

- All presentations will be scheduled in January.

Practices (30% of final grade)

Ph.D. Cristina Casado will give all the specific guidelines about the practical work.

BRIEF DESCRIPTION:

Social develop and personality development. Cognitive contexts. Mechanisms and stages of cognitive development. Development of different cognitive aspects in childhood, adolescence and adulthood

PRE-REQUISITES

Basic knowledge in psychology

OBJECTIVES

Understand approaches and most relevant models and research methods of developmental psychology.

Know different cognitive socioemotional aspects of childhood and adolescence.

TOPICS

Lesson 1. The beginning of social life:
1.1. History and childhood
1.2. Emotional development
1.3. Attachment
1.4. Self-concept
Lesson 2. Socialization
2.1. Family
2.2. Peer relationships.
2.3. Prosociality, aggressiveness
2.4. Media and new technologies
Lesson 3. Play
Lesson 4. Learning sex differences and gender roles.
Lesson 5. Adolescence. Identity. Risk behaviours
Lesson 6. Moral Development.
Lesson 7. The representation of the social worldesson 1. Main models and concepts in developmental psychology.

ASSESSMENT

The evaluation will be conducted continuously throughout the semester by:
- Objective evidence on the subject contents (multiple choice exam) (60% of final grade).
- Oral presentation of papers by groups (10% of final grade).
- Practices (30% of final grade)
To calculate an average final grade (multiple choice exam + oral presentation + practical work) is needed to obtain a grade higher than 4.5 in the multiple choice exam.
The results obtained by the student will be graded according to the following numerical scale of 0-10, with one decimal:
0 to 4.9: Insufficient or failed (F)
5.0 to 6.9: Sufficient or pass (D)
7.0 to 8.9: Notable or remarkable (B)
9.0 to 10: Outstanding (A)

RESOURCES

Textbooks

Schaffer R. (2014). Social and Personality Development, 9th edition. Wadsworth Cengage Editions.

Schaffer R. & Kipp K. (2010) Developmental Psychology: Childhood and Adolescence. Wadsworth

Bibliography

Archer, J. (2004). Sex differences in aggression in real-world settings: A meta-analyticreview. Review of General Psychology, 8, 291–322.

Bandura, A. (1994). Self-efficacy: The exercise of control. New York: W. H. Freeman.

Bandura, A., & Walters, R. H. (1959). Adolescent aggression. New York: Roland Press

Bowlby, J. (1988). A secure base: Clinical applications of attachment theory. London: Routledge

Bowlby, J. (1982). Attachment and loss: Vol. 1. Attachment. New York: Basic Books.

Enesco, I. (2003). El desarrollo del bebé : cognición, emoción y afectividad. Madrid: Alianza Editorial.

Erikson, E. H. (1968). Identity, youth, and crisis. New York: Norton.

Feldman, R. (2009). Development across the lifespan. New Jersey: Pearson, Prentice Hall.

García Madruga, J. A. & Lacasa Díaz, P.(1990). Psicología evolutiva: historia, teorías, métodos y desarrollo infantil. Vol.1. Madrid: UNED

García Madruga, J. A. Lacasa Díaz, P. & Pilar Lacasa. (1990). Psicología Evolutiva. Vol. 2. Desarrollo cognitivo y social. Madrid: UNED

Goy, R. W., & McEwen, B. S. (1980). Sexual differentiation of the brain. Cambridge, MA: MIT Press.

Newcomb, A. F., Bukowski, W. M., & Pattee, L. (1993). Children's peer relations: A meta-analytic

review of popular, rejected, neglected, controversial, and average sociometric status. Psychological Bulletin, 113, 99–128.

Olweus, D. (1978). Aggression in schools: Bullies and whipping boys. Washington, DC: Hemisphere.

Parke, R. D., & Ladd, G. W. (Eds.). (1992). Family–peer relationships: Modes of linkage. Hillside, NJ: Erlbaum.

Pepler, D. J. and Rubin, K. H. (1991). The development and treatment of childhood aggression. London: LEA.

Piaget, J. (1932). The moral judgment of the child. Glencoe, IL: Free Press.

Piaget, J., & Inhelder, B. (1969). The psychology of the child. New York: Basic Books.

Pellegrini, A. D., & Long, J. D. (2002). A longitudinal study of bullying, dominance, and victimization during the transition from primary school through secondary school. British Journal of Developmental Psychology, 20, 259–280.

Reimer, M. (1996). "Sinking into the ground": The development and consequences of shame in adolescence. Developmental Review, 16, 321–363.

Prior, M., Sanson, A., Smart, D., & Oberklaid, F. (2000). Pathways from infancy to adolescence: Australian Temperament Project: 1983–2000. Melbourne, Australia: Australian Institute of Family Studies.

Rubin, K.H., Bukowski, W. M., & B. Laursen (2009). Handbook of Peer Interactions, Relationships, and Groups. New York: Guilford Press.

Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. Aggressive Behaviour, 22, 1–15

Rosenberg, M. (1979). Conceiving the self. New York: Basic Books. Press.Santrock ,J. (2000). Lifespan Development. Mcgraw-Hill. USA

Simmons, R. G., & Blyth, D. A. (1987). Moving into adolescence: The impact of pubertal change and school context. Hawthorne, NY: Aldine de Gruyter.

Thomas, A. & Chess, S. (1977). Temperament and development. New York: Bruner/Mazel.

Tanner, J. M. (1962). Growth at adolescence. New York: Lippincott.

Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (1986). Career development: A lifespan developmental approach. Hillsdale, NJ: Erlbaum.

Walker, S. (2001). Temperament and peer acceptance in early childhood: Sex and social status differences. Child Study Journal, 31, 177–192.

Wellman, H. M. (1990). The child's theory of mind. Cambridge, MA.: MIT Press.

Whiten, A. (Ed.) (1991). Natural theories of mind: Evolution, development and simulation of everyday mindreading. Oxford: Basil Blackwell.

Zelazo D. (2013). The Oxford Handbook of Developmental Psychology, Vol 2: Self and Other. New York: Oxford University Press.

VIDEOS (Series)

- A Child´s world
- Child of our time
- Baby it´s you

WEBSITES

Center on the developing child - http://developingchild.harvard.edu/

Encyclopedia on the early child development - http://www.child-encyclopedia.com/

Edutopia - http://www.edutopia.org/

Center for Disease Control and Prevention - https://www.cdc.gov/ncbddd/childdevelopment/