

Syllabus

Course description

Course title	General and Developmental Psychology
Course code	64102
Scientific sector	M-PSI/01 & M-PSI/04
Degree	Bachelor for Social Education
Semester	II
Course year	I
Credits	10
Modular	Yes

Total lecturing hours	60
Total lab hours	0
Attendance	according to the regulation
Prerequisites	Willingness to put effort into studying

Specific educational objectives	<p>The course will provide an overview of scientific contents related to scientific areas of General Psychology* (M-PSI/01) and Developmental Psychology (M-PSI/04).</p> <p>The information provided with this course will allow:</p> <ul style="list-style-type: none"> - creating educative project by considering limits and potentialities of cognitive processes; - improving students' intuition for problems identification and solution; - acquiring several models for managing behavior in the most suitable way, far better than those provided by the common sense; - comprehension of the most important issues, methods and concepts in developmental psychology with relevance for social educators, especially the influence of early experiences in interpersonal relations and their influence on the development of personality, the "Anforderungs-Bewältigungs-Ansatz", construction of mature and stable identity, selected developmental tasks with relevance in youth an adolescence like "peers", "romantic love", "drugs" and so on. <p>Students will be stimulated to make questions and to compare the several arguments discussed during the lessons with their own experience.</p> <p>* Pay attention that "General Psychology" is not "related to the main or major parts of psychology rather than the details", but is a specific scientific field. A description can be found here: http://psychologydictionary.org/general-psychology/ http://www.miur.it/UserFiles/116.htm (in Italian language)</p>
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Course 1	General Psychology
Lecturer	Prof. Demis Basso
Scientific sector of the lecturer	M-PSI/01
Teaching language	English
Office hours	from Monday to Friday on request (contact by email)
List of topics covered	Introduction to General Psychology; (research methodology if

	students would ask for that) sensation and perception; attention; learning and memory; communication and language; motivation and emotion; awareness; reasoning and intelligence; action and motor planning.
Teaching format	Frontal-interactive lectures
Credits	5

Veranstaltung 2	Entwicklungspsychologie
Dozent	Dr. Reinhard Tschiesner
Wissenschaftlich-disziplinärer Bereich des Dozenten	M-PSI/04
Unterrichtssprache	Deutsch
Sprechstunden	Auf Anfrage
Auflistung der behandelten Themen	<ol style="list-style-type: none"> 1. Definition von Entwicklungspsychologie, die gebräuchlichsten Forschungsmethoden; theoretische Ansätze (psychodynamische, lerntheoretische, universal-konstruktivistische); biologische und umweltbedingte Einflüsse auf die Entwicklung. 2. Pränatale Entwicklung, die Entwicklung des Neugeborenen, Säuglings und Kleinkinds (motorische Entwicklung, Entwicklung des Gehirns, Lernvermögen, Entwicklung von Wahrnehmung, kognitive Entwicklung, ...); Bindung; die emotionale und soziale Entwicklung des Säuglings bzw. des Kleinkindes; Temperament; Regulationsstörungen. 3. Die frühe und mittlere Kindheit (Beziehung zu Gleichaltrigen, Geschlechtstypisierung, Selbstkonzept, Perspektivenübernahme, moralische Entwicklung, die Familie als wichtiger Einflussfaktor); Probleme im Laufe der Entwicklung. 4. Die Adoleszenz (körperliches Erwachsen werden und psychische Auswirkungen des Wachstums bzw. Geschlechtsreife; Identitätsentwicklung; Entwicklung der Geschlechtsidentität; Familie und Ablösung; Peergruppe und Einsamkeit; romantische Liebe/gegengeschlechtliche Partnerschaften; Schule; Werthaltungen; Entwicklungsprobleme: Aggression und Delinquenz, Alkohol- und Drogenkonsum, Essstörungen, Depression und Angst. 5. Das frühe Erwachsenenalter (Familie und Lebensstile unter Erwachsenen, berufliche Entwicklung). 6. Life-events/Kritische Lebensereignisse und deren Bewältigung. 7. Das mittlere Erwachsenenalter (körperliche Veränderungen, Informationsverarbeitung und kognitive Entwicklung, Gesundheit, ...); Persönlichkeitsentwicklung und Selbstkonzept im mittleren Erwachsenenalter. <p>Das späte Erwachsenenalter (Veränderungen, Beziehungen, „Ruhestand“, Anpassungsfähigkeit)</p>
Unterrichtsform	<i>Vorlesungen, Diskussion</i>
Kreditpunkte	5

Learning outcomes	<p>Knowledge and understanding</p> <p>Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and recent trends in</p>
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	<p>general and developmental psychology. They are expected to enhance their understanding of behavior and its biological, emotional, developmental, and cognitive roots and effects.</p> <p>Applying knowledge and understanding Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement. They will apply psychological theories, concepts, research and methods to contemporary problems, being enabled to be updated in the field and utilize that knowledge in their own lives and work to solve real-life situations and practical problems.</p> <p>Making judgments Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</p> <p>Communication skills Students will be able to communicate empirical and theoretical information effectively when generating knowledge or when using knowledge in applied settings. Moreover, they would enhance their own effective strategies for management and improvement of communicative skills.</p> <p>Learning skills Students will be able to describe and use several concepts from the psychological field, which are more reliable than those offered by the common sense. This improvement of their level will make the difference between their skills and those managed by several professional figures that they will collaborate with. Moreover, students will be presented with details on long-term memory and learning process, therefore they will understand how to improve their learning ability and to define their own style.</p>
<p>Assessment</p>	<p>Evaluation will consist of two steps:</p> <p>1- on the module B: a written assessments composed by: a) 5 questions, which goal to specific contents and candidates have to respond by using only 2 or 3 lines. Students will be able to get max. 3 points for each question; b) one question, which goals on a more general topic with practical relevance. Students will be able to get max. 15 points for this question.</p> <p>2- on the module A: you can choose whether taking another written exam (2.1) or an oral exam (2.2).</p> <p>2.1- The written exam will consist of 5 questions to be answered within 6-7 lines. For each question, the number in brackets will represent the range of points (N): for a basic answer = 0 points; for very good answer = N points, no answer or totally wrong one = -N points. Starting from 18, your mark will be calculated adding (and subtracting) all the points assigned to your answers.</p> <p>2.2- The oral exam will consist in 30-40 minutes of colloquium: a general question will introduce an argument, and the</p>

	<p>following questions/comments will be devoted to explore theoretical knowledge and its application to pragmatic situations.</p>
<p>Assessment language</p> <p>Evaluation criteria and criteria for awarding marks</p>	<p>English and German, respectively for module A and module B</p> <p>Final mark will be obtained from the average of the two intermediate evaluations.</p> <p>In general, we are not interested much on your ability to reproduce information, but on your ability to manage knowledge (that could be helpful in your future work), and being critical on the decisions that you take. Of course we cannot evaluate whether you will be able to keep that performance also in the future, but some features right now are correlated to your future behaviour, and we seek to find them in you.</p> <p>Therefore, we will assess "your ability to deal with issues". It means that you will not need to code lists and learn them by heart (you could find them on every textbook). However, you should demonstrate us that you can 1- pursue one correct direction in order to obtain a response fitting to your goals, 2- motivate and elaborate your decision, according to both your personal style and scientific knowledge.</p> <p>These are going to be useful skills for both evaluations: ability to argue, to create broad connections between contents; critical analysis skills; reflection related to models, their application and criticism; ability to focus answers on the topic (without deviations or digressions).</p>

<p>Required readings</p>	<p>General Psychology</p> <p>1- Eysenck, M. (2012). Fundamentals of cognition (second edition). Hove: Psychology Press;</p> <p>2- slides of the lessons;</p> <p>3- one paper selected from the Psychological Science journal, not earlier than 2010 (each student will select 3-4 papers, than the decision is taken together with the lecturer).</p> <p>Entwicklungspsychologie</p> <p>Berk, L.E. (2011). <i>Entwicklungspsychologie (5. Auflage)</i>. München: Pearson.</p> <p>Dornes, M. (2000). <i>Die emotionale Welt des Kindes</i>. Fischer: Frankfurt.</p> <p>Gerrig, R.J. & Zimbardo, P. (2008). <i>Psychologie (18. Auflage)</i>. München: Pearson.</p> <p>Grob, A. & Jaschinski, U. (2003). <i>Erwachsen werden. Entwicklungspsychologie des Jugendalters</i>. Weinheim: Beltz-Verlag.</p> <p>Heinrichs, N. & Lohaus, A. (2011). <i>Klinische Entwicklungspsychologie. Kompakt</i>. Weinheim: Beltz-Verlag</p> <p>Holodynski, M. (2006). <i>Emotionen – Entwicklung und Regulation</i>. Heidelberg: Springer.</p> <p>Kienbaum, J. & Schuhrke, B. (2010). <i>Entwicklungspsychologie der Kindheit</i>. Stuttgart: Kohlhammer.</p> <p>Lohaus, A., Vierhaus, M. & Maass, A. (2010). <i>Entwicklungspsychologie des Kindes- und Jugendalters</i>. Berlin: Springer.</p>
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	<p>Papousek, M., Schieche, M. & Wurmser, H. (2004). <i>Regulationsstörungen der frühen Kindheit. Frühe Risiken und Hilfen im Entwicklungskontext der Eltern-Kind-Beziehungen</i>. Bern: Hans-Huber-Verlag.</p> <p>Oerter, R. & Montada, L. (2002). <i>Entwicklungspsychologie (5. Auflage)</i>. München: PVU.</p>
<p>Supplementary readings</p>	<p>General Psychology Supplementary reading materials will be provided during the course, whenever students would ask for them. Participation to Moodle is not compulsory, but just one further possibility for discussion; videos of each lecture will be uploaded on Internet. Participation to experiments will be highly encouraged, both for the possibility to understand what's the difference between research and Wikipedia, and for the possibility to learn how to deal with data collection, really useful for any experimental-based work.</p> <p>Entwicklungspsychologie Reading materials will be provided during the course.</p>