



**Code: M-PSI/04**

**Credits: 9**

**Matter: Developmental Psychology**

**Main language of instruction: Italian**

**Other language of instruction: English**

## **Teaching Staff**

### **Head instructor**

**Prof. Caterina D'Ardia - [caterina.dardia@unicusano.it](mailto:caterina.dardia@unicusano.it)**

### **Introduction**

#### *1. Objective of the course :*

Give to students the principal knowledge about developmental psychology, referring to the major historical theories (Piaget, Vygotsky, Bruner, etc.) concerning the cognitive development, communication language, motor - praxic and interactive development. These abilities will be analyzed in the period that goes from birth to adolescence. In addition, it will discuss the central role of developmental psychology in the general development typical but also atypical and delayed. Methodologies and instrument of observation, used in the evaluation of past and current research, in this field of study will be discussed.

### **Objectives**

#### *2. Course Structure:*

The course is organized in nine subjects. Will be analyzed in different age (from early childhood to adolescence), motor and praxic development, perceptual development, cognitive development, language and social-communicative and emotional development. In addition, they will be analyzed the principal features of atypical and delayed development in children and adolescents and the characteristics of clinical observation.

The first subject is an introduction to developmental psychology with a particular attention to theoretical approach, research and clinical methods, general guideline to typical development and developmental disorders. The second subject is about motor and praxis development. The third part is about the cognitive development and the fourth part is about language development. In the fifth subject is on the social development and the sixth subject is on the development of emotions. The



seventh subject is about the sensory development. Finally, the last two subjects are about the developmental disorders as mental delay, language disorders and ASD.

### **Competencies**

- To know and discuss the salient features in the specific areas of development from birth to adolescence.
- To identify situations of risk, delay or atypic that require specialized evaluation.
- To discuss theories of development and their significance and criticality.
- To know how to organize a clinical evaluation and observation in children and adolescents.
- To know how to organize a research evaluation and observation in children and adolescents.
- To use appropriate scientific vocabulary related to the discipline.

### **Syllabus**

#### *3. Programme of the course:*

Subject 1. Introduction

Subject 2. Motor and Praxis development

Subject 3. Cognitive development

Subject 4. Communication and language development

Subject 5. Social development

Subject 6. Emotional development

Subject 7. Sensory development

Subject 8. Developmental disorders 1

Subject 9. Developmental disorders 2

### **Evaluation system and criteria**

The final examination usually consists of an oral or written test to ascertain the ability to analyze and apply to practical situation the concepts acquired.

The oral test consists of an interview, aimed at ascertaining the level of preparation of the student, through at least three questions and possibly carrying out of short exercises. The adequacy of the answers will be assessed on the basis of the following criteria: completeness of the argumentation, ability to deepen the links between the different topics, clarity of presentation, mastery of technical language.



The written test consists of replying to one question with open-ended answer and 20 multiple-choice items. The evaluation of the written documents provides a maximum score of 10 points for the open question and 1 point for each multiple choice question answered correctly (up to a maximum of 20 points).

### **Bibliography and resources**

#### *4. Materials to consult:*

Handbook provided by the Course Lecture, Slide and Lectures in the WLE.

#### *5. Recommended bibliography:*

L. Camaioni, P Di Blasio, "Psicologia dello Sviluppo" Edizione del 2007, Il Mulino Editore. A. Gopnik, "Il bambino filosofo", 2010, Bollati Boringhieri Editore. J. Piaget, B. Inhelder, "La psicologia del bambino", 2001, Einaudi Editori. G. Bollea, "Le madri non sbagliano mai", 1995, Feltrinelli Editore. B. Mazzoncini, L. Musatti, "I Disturbi dello Sviluppo, 2013, Raffaello Cortina Editore. AAVV, "Presa in carico e intervento nei disturbi dello sviluppo: Disturbi specifici del linguaggio e dell'apprendimento, disturbi generalizzati dello sviluppo, disturbo di attenzione e iperattività, disabilità intellettive, disprassia e sordità", Enrica Mariani, Luigi Marotta, Manuela Pieretti (a cura di), 2009, Erickson Editore. Feinstein, "storia dell'autismo" (2014) Uovo nero ed.; APA "DSM 5", (2014) Raffaello Cortina Editore.