



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2021/2022
BACHELOR'S DEGREE (BSC)	SOCIAL WORK
SUBJECT	PSYCHOLOGY OF DEVELOPMENT
TYPE OF EDUCATIONAL ACTIVITY	A
AMBIT	50221-Discipline psicologiche
CODE	06062
SCIENTIFIC SECTOR(S)	M-PSI/04
HEAD PROFESSOR(S)	TULLIO VALERIA Professore a contratto Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	120
COURSE ACTIVITY (Hrs)	30
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	1° semester
ATTENDANCE	Mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	TULLIO VALERIA Friday 15:00 17:00 Edificio 15, quinto piano, stanza 510. Al fine di evitare lunghe attese e poiche' orario e luogo di ricevimento potrebbero subire variazioni in relazione agli impegni istituzionali e' sempre necessaria la prenotazione dell'appuntamento.

PREREQUISITES	to pass the access test
LEARNING OUTCOMES	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - to know and understand the issues epistemological of development - to knowledge about dimensions of typical and atypical development - to read the development path according to an assessment perspective - to read the development according to the perspectives of Pediatric Psychology <ul style="list-style-type: none"> - to know and understand the importance of the contexts for the path development - to know psychological and developmental implications of social support - to know and understand the meaning of social support and rehabilitation - to know the peculiarity of the social rehabilitation and to compare with psychologic and educational rehabilitation <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> - to structure concept maps on development models studied - to use learned models with about the different situations and contexts - to hypothesize social rehabilitation interventions for specific risk conditions <p>Making Judgements</p> <ul style="list-style-type: none"> - to use a metacognition approach on the learning process during the course - to assess the learning pathways and applications experienced - to identify results and critical nuclei of learning paths and application. <p>Communication skills</p> <ul style="list-style-type: none"> - to Know how to express clearly and correctly the meaning and significance of the course content, the learning and practical experiences <p>Learning skills</p> <ul style="list-style-type: none"> - Ability to trace the "informal knowledge" and the less formal one, owned regarding the issues covered at the begging of the course, to develop the learning of new contents - Obtain information in the territory constituted by the services for ideation project ideation - Increase knowledges gained and experienced paths through the bibliographic research of the field , participation in seminars and specific conferences.
ASSESSMENT METHODS	<p>ORAL TEST</p> <p>Final evaluation of thirty.</p> <p>The exam consists of an interview aimed at ascertaining the expected learning outcomes, both in terms of knowledge and understanding of the subject topic as well as in terms of capacity of applying this knowledge, lately on the level of student's processing abilities and his/her capacity of explaining and arguing the requested topics. In particular, the student must respond to a minimum of 3 open questions and / or semi-structured on topics of the discipline and will be evaluated on the same plane with which didactic is approach: explanatory, implicative and applicative.</p> <p>Therefore, relates to to the questions the student will be evaluated on:</p> <ul style="list-style-type: none"> - Knowledge of the requested topic and the ability to explain clearly and correctly of the same, using the language of the discipline - The ability to make connections between the requested topic and the other topic of the discipline - The ability to recognize and explain the implications of models or theories proposed may have to practice for the social worker - The ability to recognize and explain the evolutionary importance of social interventions - The ability to provide independent judgments about the subject topic required during the examination, about to the social worker <p>The student will get the maximum score if the test allows to verify the full possession of the skill levels of explain knowlwdge : describe clearly and correctly, knowing how taking evolutionary implications, knowing hypothesize social contexts for the development, use technical language disciplinary</p> <p>The evaluation will be equal to the minimum score if the level of competency specified is not sufficiently</p> <p>In this sense , the range are shown below:</p> <p>Top marks(30 and honour): Complete, complex, rich in implications management of contents (from examples to instruments, cases, etc.); use of the technical language appropriate and articulate; complete argument.</p> <p>Excellent(30): Complete management of contents, with indications of possible implications; use of technical language with an indication of some relevant application forms; complete argument.</p> <p>Good (27-28): Correct and appropriate management of contents; relevant connections and some correct technical and disciplinary implications.</p> <p>Satisfying(26-24): Not always complete management of contents even if corrected with some implicative reflections; not always technical terms are</p>

	<p>correct; the argument is not articulated. Discreet (23-21): Unfinished management of some content; only a few connections; the technical language is not appropriate. Passing grade(20-18): Only some content is indicated, not always correctly; there are not correct terms.</p> <p>Ongoing Written Test : During the period of the interruption of educational activities, the path foresee the implementation of a written test in progress. The proof is evaluated with the follow judgment (from insufficient to excellent) and contributes to the formulation of the final evaluation with a weight of 2 points .</p>
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> - to develop knowledge of the development dynamic between typical and atypical paths - to develop knowledge about the main perspectives of reading the development - to develop knowledge of several areas of development, starting from prenatal period - to develop competences on developmental assessment - to develop knowledge of the developmental meaning of contexts - to develop knowledge of social rehabilitation - to develop knowledge of preventive work as a guarantee of development.
TEACHING METHODS	<p>The teaching will embrace different teaching methods:</p> <ul style="list-style-type: none"> - Frontal lessons, as classroom lessons and therefore always interactive with students - Exercises in class (case analysis, small-planning etc.) - Laboratories to test methods, tools, etc. - Seminars with experts of the themes exposed - students' involvement oin Seminars / Study days relate to the social work pertaining to issues of community is provided as well <p>In this regard, the didactic will be carried out referring to 3 levels:</p> <p>I) explanatory / descriptive: the teacher explains the subject topic (eg. with frontal lessons, seminars)</p> <p>II) implicative: the teacher directs to looking for connections between subject topic exposed and practice of the social worker (eg. with classroom exercises on case analysis, work discussion and laboratory)</p> <p>III) applicative: the teacher starts operating segments in the classroom to try to apply the learned topics (eg. with exercises in class planning and laboratories)</p>
SUGGESTED BIBLIOGRAPHY	<ul style="list-style-type: none"> - Santrock J.W. Psicologia dello Sviluppo. 3° o 4° ed. McGraw Hill. - Dispensa (articoli scientifici, contributi/estratti da volumi etc.) fornita dal docente.

SYLLABUS

Hrs	Frontal teaching
5	Epistemological issues of development (epistemological nodes, perspectives, typical and atypical development, life span and life cycle, evolutionary trajectory, developmental crisis, developmental and special educational needs).
3	Prenatal development, prenatal screening and Medically Assisted Procreation
4	Typical and Atypical Cognitive development
2	Emotionally and affective development
2	Identity Development
3	Typical and Atypical Language development
2	Assessment and perspective of the rehabilitation (social, educational, psychological)
Hrs	Practice
2	Atypical emotionally and affective development : case analysis
1	Atypical social development:case analysis and hyphotesis of social interventions
Hrs	Workshops
1	Perspectives of reading the risk conditions and implications for the social worker
Hrs	Others
1	Initial training contract , recovery of student's expectations about the course,enhancing of the motivation to study the discipline. Presentation of the course
2	Seminar on Preterm Birth
2	Seminar "the risk conditions on youth house"