



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
<b>ACADEMIC YEAR</b>	2022/2023		
<b>BACHELOR'S DEGREE (BSC)</b>	PHYSICAL EDUCATION AND SPORT SCIENCES		
<b>INTEGRATED COURSE</b>	GENERAL PSYCHOLOGY OF DEVELOPMENT AND DISABILITY		
<b>CODE</b>	21079		
<b>MODULES</b>	Yes		
<b>NUMBER OF MODULES</b>	2		
<b>SCIENTIFIC SECTOR(S)</b>	M-PSI/01, M-PSI/04		
<b>HEAD PROFESSOR(S)</b>	ALESÌ MARIANNA	Professore Ordinario	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	ALESÌ MARIANNA	Professore Ordinario	Univ. di PALERMO
	CACI BARBARA	Professore Associato	Univ. di PALERMO
	MONZANI DARIO	Ricercatore a tempo determinato	Univ. di PALERMO
	GENTILE AMBRA	Ricercatore a tempo determinato	Univ. di PALERMO
<b>CREDITS</b>	12		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	1		
<b>TERM (SEMESTER)</b>	2° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<p><b>ALESÌ MARIANNA</b>  Wednesday 11:30 13:30 Il ricevimento si svolge in presenza presso lo studio del docente in v.le delle Scienze, edificio 15, IV piano. Su richiesta dello studente, si può svolgere il ricevimento online su piattaforma Microsoft Teams, Codice: lx3paxm.</p> <p><b>CACI BARBARA</b>  Wednesday 10:00 13:00 Viale delle Scienze, Edificio 15, Stanza P014 - Terzo Piano</p> <p><b>GENTILE AMBRA</b>  Wednesday 10:00 13:00 Viale delle Scienze, ed 15, 4 piano</p> <p><b>MONZANI DARIO</b>  Thursday 11:00 13:00 Il ricevimento si svolge in presenza presso lo studio del docente in v.le delle Scienze, edificio 15, VI piano, stanza P13. Su richiesta dello studente, si può svolgere il ricevimento online su piattaforma Microsoft Teams, Codice irwaozw. Occorre sempre prenotarsi tramite portale studenti UNIPA</p>		

**DOCENTE:** Prof.ssa MARIANNA ALESI

<b>PREREQUISITES</b>	Knowledge of basic processes: intelligence, language, memory, motor, emotional, motivational areas.
<b>LEARNING OUTCOMES</b>	Knowledge and ability to understand Knowledge and understanding of complex topics concerning the typical development and the disability with a particular emphasis on sport domain. Capacity to apply knowledge and understanding Ability in implementing and applying knowledge and method to plan motor intervention program. Autonomy of judgments Ability to work with a critical approach to select and administer measures Ability to communicate Acquisition and employ of communicative skills and psychological lexicon in academic, professional and social fields. Capacity of learning Achieving an expertise in individual study, selecting and applying suitable method for the typical and atypical development as well as bibliographic consultation.
<b>ASSESSMENT METHODS</b>	The examination aims to verify the knowledge and understanding of theoretical topics, interpretative competence, and critical and judicial autonomy. For all students attending and not attending the course, the evaluation will consist of a written test lasting 30 minutes, consisting of 42 items with multiple choice answers. Each correct answer will be assigned a score of 0.75 (maximum score 31). The grade for passing the examination is between 18-30 30 cum laude; the laude will be attributed in the case of a maximum grade of 31. In addition, all students who have passed the written test with a minimum score of 18 can take an optional oral exam. The evaluation of the oral exam will be expressed out of thirty and will be divided as follows: grade equal to 28-30-30 cum laude, in the case of well-organized answers, entirely focused with broad and detailed knowledge of the subject and a very advanced ability to apply them and clear and brilliant presentation of the arguments; grade of 26-28 in the case of well-organized and well-focused answers with good knowledge of the subject and ability to apply them and an exhaustive and concise presentation, with some minor inaccuracies; score equal to 25-26 in the case of answers that demonstrate adequate but not complete knowledge of the subject with a clear presentation although in the presence of areas of confusion, small minor errors or only one significant error; vote equal to 22-25 in the case of answers that denote an incomplete and poorly focused knowledge of the subject but a fair ability to apply it and limited clarity of presentation; grade equal to 18-21 in the case of answers that denote a minimum acceptable level of knowledge even though there are numerous errors and inaccuracies.
<b>TEACHING METHODS</b>	Theoretical lessons to explain the primary theoretical reference constructs. Practical exercises to show techniques and tools to study fundamental processes and assess typical and atypical development. Ongoing self-assessment of the learning/teaching process.

**MODULE  
GENERAL PSYCHOLOGY**

*Prof. DARIO MONZANI - Lettere M-Z, - Lettere M-Z*

**SUGGESTED BIBLIOGRAPHY**

Coon, D., Mitterer, J.O., Martini, T. S., (2020) Psicologia Generale (Terza Edizione), UTET (tranne capitolo 14) ISBN: 9788860085672

<b>AMBIT</b>	50104-Psicologico, pedagogico e sociologico
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<b>INDIVIDUAL STUDY (Hrs)</b>	108
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<b>COURSE ACTIVITY (Hrs)</b>	42
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**EDUCATIONAL OBJECTIVES OF THE MODULE**

The course aims at promoting students' knowledge regarding the basic psychological functioning of human beings and their behaviors. To this end, the main basic cognitive processes (Attention, Perception, Memory, Learning, Language, Intelligence, Thought, Emotions, Motivations) and the mechanisms of their functioning are studied, both according to traditional approaches and in relation to the most recent advances in research. Specific attention will be paid to different ways in which these processes are articulated within the sporting context.

**SYLLABUS**

Hrs	Frontal teaching
4	Origins and development of general psychology: structuralism, functionalism, Gestalt psychology, behaviorism, cognitivism.
2	Methods of psychological research: scientific method, experimental and correlational designs, measurement scales, qualitative and quantitative research
4	Sensation and perception: distal and proximal stimuli; top-down and bottom-up processes; psychophysics; the laws of Gestalt; perceptual constancy; perception of movement.
2	Attention and consciousness
4	Learning: classical and operant conditioning; cognitive bases of learning (insight and modeling).
12	Higher psychological functions: thought, memory and language.
8	Motivation and emotion
4	Intelligence: definition and measurement.
2	Decision-making processes: normative and descriptive theories, heuristics and algorithms

**MODULE  
GENERAL PSYCHOLOGY**

*Prof.ssa BARBARA CACI - Lettere A-L, - Lettere A-L*

**SUGGESTED BIBLIOGRAPHY**

Coon, D., Mitterer, J.O., Martini, T. S., (2020) Psicologia Generale (Terza Edizione), UTET (tranne capitolo 14) ISBN: 9788860085672

<b>AMBIT</b>	50104-Psicologico, pedagogico e sociologico
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<b>INDIVIDUAL STUDY (Hrs)</b>	108
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<b>COURSE ACTIVITY (Hrs)</b>	42
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**EDUCATIONAL OBJECTIVES OF THE MODULE**

The course aims to provide students with knowledge and methodologies centered on the definition of humans' general psychological functioning and behaviors. To this aim, we will treat the primary fundamental mental processes (Attention, Perception, Memory, Learning, Language, Intelligence, Thought, Emotions, Motivations) and the mechanisms of their regulation, both in traditional approaches and to the latest advances in the research field. Particular attention will also be due to the different ways in which these processes articulate within the sporting context.

**SYLLABUS**

Hrs	Frontal teaching
4	The Origins and Development of General Psychology: Structuralism, Functionalism, Gestalt Psychology, Behaviorism, Cognitivism.
2	Methods of Psychological Research: the scientific method, experimental and correlational studies, measurement scales, qualitative and quantitative data collection techniques.
4	Sensation and perception: distal and proximal stimuli; top-down and bottom-up processes; psychophysics; the Gestalt principles; perceptual constraints; the perception of movement.
2	Attention and Consciousness
4	Learning: classical and operating conditioning; the cognitive learning principles (insight and modeling).
12	Mental processes: thought, memory, and language.
8	Motivation and Emotion
4	Intelligence: definition and measurement.
2	Psychology and Well-being

**MODULE**  
**PSYCHOLOGY OF DEVELOPMENT AND DISABILITY**

*Prof.ssa MARIANNA ALESI - Lettere A-L, - Lettere A-L*

**SUGGESTED BIBLIOGRAPHY**

1. Simona Caravita, Luca Milani, Daniela Traficante "Psicologia dello Sviluppo e dell'Educazione" Ed. Il Mulino (Capitoli I, III, IV, V, VI)
2. Renzo Vianello e Irene Mammarella (2015) "Psicologia delle disabilità". Edizioni Junior (Capitoli: 1, 2, 3, 5, 6)
3. Dispense su 1. Sviluppo tipico e atipico; 2. Osservazione e metodi di ricerca; 3. Sviluppo della percezione

<b>AMBIT</b>	50104-Psicologico, pedagogico e sociologico
<b>INDIVIDUAL STUDY (Hrs)</b>	108
<b>COURSE ACTIVITY (Hrs)</b>	42

**EDUCATIONAL OBJECTIVES OF THE MODULE**

The course aims at deepening Knowledge of basic processes and developmental trajectories in typical development concerning intellectual, linguistic, memory, motor, emotional, motivational areas.  
Knowledge of developmental waves in atypical development with specific reference to International classification of disability, diagnostic manuals (DSM 5, ICD 10...).

**SYLLABUS**

<b>Hrs</b>	<b>Frontal teaching</b>
6	Biological processes. Motor development. Disabilità motorie
4	Perceptual Development. Sensory disabilities
6	Cognitive development. Intellectual Disabilities
4	Language development. Language Disorders. ASD
4	The adolescence
4	Psychology of Typical and Atypical Developmental trajectories
4	Bowlby and Attachment Theory
4	Theory of Mind
<b>Hrs</b>	<b>Practice</b>
6	Observation and research method