UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia dello Sviluppo Socio-affettivo

2122-1-F5103P005

Learning area

TYPICAL DEVELOPMENT AND EDUCATIONAL CONTEXTS

Learning objectives

Knowledge and understanding

- Socio-emotional and relational development under typical, atypical, and at risk condition
- Emotional regulation and attachment
- Evaluation of child attachment and child/caregiver interaction
- Parenting interventions for at risk parents

Applying knowledge and understanding

- Understanding of the milestones of socio-emotional and relational development
- Understanding of the key factors that may support the child’s socio-emotional and relational development
- The ability to identify key behavioral markers of atypical socio-emotional and relational development
- The ability to identify intervention strategies promote the child's socio-emotional and relational development within parent-mediated interventions

Contents

The course deals with the study of the socio-emotional development of the child during the first years of life in typical and atypical development; the parent / child relationship and attachment and tools for the evaluation of the parent / child interaction. Intervention models to support the parent-child relationship and the child's socio-emotional skills will be covered.

Detailed program

• Theory of social-emotional development

o Theoretical models of psychology of emotions

o Developmental milestones: emotional expression, understanding and regulation

• Social-emotional development in interaction with adults and peers:

o Formation of the first bonds of parent / child attachment in typical and at-risk conditions

o Empathy, emotional regulation and impulse control

o Social understanding

• Assessment of social-emotional development:

o Assessment of child / caregiver attachment, with reference to longitudinal studies

o Assessment of child / caregiver play interaction as a clinical outcome measure

• Socio-emotional skills in atypical development and in at-risk conditions

o Influence of adverse and traumatic childhood experiences on risk for psychopathology

o Intervention models to support child's socio-emotional skills

Prerequisites

Foundational knowledge of Developmental Psychology (classic approaches and theories; methodologies in developmental psychology).

Teaching methods

Classroom lectures and guided discussion of scientific articles, case studies or video presentations on the course

topics.

Lessons will be held in presence, unless further COVID-19 related restrictions are imposed.

Assessment methods

The exam is written with open and multiple-choice questions, aimed at ascertaining the acquisition of theoretical knowledge and the ability to apply it to concrete scenarios.

For those students who request it, an oral interview is also offered, on all the topics of the course, which can lead to an increase or decrease of up to 3 points compared to the score of the written exam.

The evaluation criteria are: the correctness of the answers, the ability to argue, synthesize, create links, and critically read the reality.

Textbooks and Reading Materials

Detailed information on the textbooks and teaching materials will be published on the e-learning page associated with the course.

International students will be given the option to take the exam in English. A bibliography in English will be provided upon request.