UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia dello Sviluppo Socio-Affettivo (blended)

2526-1-F5113P002

Learning area

TYPICAL DEVELOPMENT AND EDUCATIONAL CONTEXTS

Learning objectives

The course presents the typical developmental processes of social-emotional skills, with specific reference to knowledge and understanding about the factors and mechanisms of development, the relationship with other developmental domains, and models of caregiver support.

Specific learning objectives concern:

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
- Identifying key behavioral markers of atypical socio-emotional and relational development
- Identifying intervention strategies promote the child's socio-emotional and relational development within parent-mediated interventions
- Skills for semi-structured observation of social-emotional skills
- Skills for effective communication with children, caregivers, teachers on topics related to social-emotional

development

Making judgments

- Acquisition of the ability to make autonomous and critical judgment in the assessment of individual, group and related situations and intervention plans, also taking into account the principles of professional ethics formulated by the Order of Psychologists
- Activities that contribute to the development of these skills: open and critical discussion and plenary discussion during lectures on the most relevant issues

Communication skills

- Acquisition of communication skills that enable one to interact effectively with people, groups and institutions involved directly and indirectly in one's interventions in the professional field, in order to facilitate teamwork, to intervene effectively within the network of services and to communicate clearly one's specific psychological contribution
- Activities that contribute to the development of these skills: presentation of group work in the classroom; practice activities and role play on communication skills typical of psychology

*Learning skills

- Promote the acquisition of the ability to update one's knowledge, learning independently and critically the new acquisitions of national and international scientific research in the relevant disciplines, regarding content, design and interventions, as well as the ability to learn from the experience of practitioners, teachers and specialists in the field or other disciplines
- Promoting the capacity for analysis, inquiry and critical reflection necessary to undertake paths of higher education
- Activities that contribute to the development of these skills: selection of up-to-date and relevant scholarly sources for the preparation of group presentations and critical investigation of topics covered in class

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 and adolescent's socio-emotional skills will be covered.

Specific course contents:

- How do emotions develop? Stages in typical development
- The role of attachment in emotional development
- Emotional competence
- Parenting support for the child's social-emotional development
- Low intensity psychological intervention models for internalizing problems and emotional regulation in adolescents

Detailed program

- Social-affective development:

- Models of the psychology of emotions.
- Developmental stages: expression, understanding and regulation of emotions.

- Socio-affective development in interaction with adults and peers:

- Formation of early parent/child attachment bonds under typical and risk conditions.
- Empathy, emotional regulation and impulse control.
- Social understanding

- Tools for assessing social-affective development:

- Assessment of child/caregiver attachment in developmental age.
- Assessment of child/caregiver play interaction as a clinical outcome measure.

- Social-affective skills in atypical development and at-risk conditions.

- Preventive parenting support models to support the development of child social-emotional competence in the general population
- Parenting intervention models to support the child's development of social-emotional competence in atypical development
- Low intensity psychological intervention models for internalizing problems and emotional regulation in adolescents

Prerequisites

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

Teaching methods

The course will be delivered in Italian in blended learning mode and will consist of:

- 40 hours (72%) of in-person classes, organised in 10 classes lasting 4 hours each
- 16 hours (28%) of remote learning activities, including online learning activities ("e-activities") of different kinds

For each teaching unit, the teaching methodology will be selected according to the specific learning objectives. Typically, each week of the course will include 2 hours of distance learning activities and 4 hours of in-person interactive teaching activities.
In-person classes consist of Lectures (50%, 20 hours) and Interactive Teaching (50%, 20 hours), of different kinds, aimed at building the developmental psychologist's skills in preventative, educational and rehabilitation settings. Various experiential activity methodologies, selected according to specific learning objectives, are planned, including:

- guided small group discussion: to develop the ability to derive novel theoretical constructs from specific applied cases and to apply already known theoretical knowledge to novel practical contexts
- guided coding of video material: to develop behavioral observation skills in the area of social-affective skills
- scenario simulation and role play: to develop skills in effective communication with children, caregivers, teachers

The remote learning activitiy inclues delivered didactic content and independent student practice activities.

It is highly recommended for all to attend the first lecture of the in-person course, where both the general outline of the two modes of course delivery will be explained, as well as bibliography, examination methods and evaluation criteria.

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.

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.

Although this course is held in Italian, Erasmus students may contact the professor to take the exam in English, if they wish to do so.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING