



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Sviluppo della Competenza Emotiva

2627-2-E2403P021

Learning area

KNOWLEDGE AND SKILLS USEFUL TO UNDERSTAND, PROMOTE AND CHANGE INDIVIDUAL PSYCHOLOGICAL FUNCTIONING

Learning objectives

Knowledge and Understanding

The course aims to provide an in-depth knowledge of the most important theoretical models explaining the emotional development of children, from early childhood through adolescence. Particular attention will be given to the role of family, school, and peers as key contexts for the development of emotional competence, as well as to the most recent scientific research findings on the topic.

Applying Knowledge and Understanding

By the end of the course, students will have developed the ability to critically reflect on the topics covered, making connections between different content areas and critically evaluating scientific evidence related to emotional development. They will be able to assess the quality of information and distinguish between empirical evidence and speculation. Students will also be able to use the technical language of developmental psychology, particularly in relation to individual-environment interactions in emotional development, and will have acquired the ability to apply specific tools for the assessment and evaluation of children's emotional competencies.

Making Judgements

Students demonstrate critical thinking skills with regard to major theoretical models of emotional development and the ability to independently assess the presented scientific evidence. They are capable of distinguishing between empirical data and theoretical speculation, and of consciously applying acquired tools and concepts to analyze

concrete cases concerning emotional competence development.

Communication Skills

Students are able to clearly and coherently communicate concepts and findings related to emotional development, using appropriate technical language from developmental psychology. During film discussions and the preparation of presentations, they demonstrate effective interaction and communication skills with peers and instructors, conveying their ideas successfully in both specialist and general contexts.

Learning Skills

Students show autonomy in managing their own educational path, selecting and integrating theoretical knowledge and practical tools also in view of further academic pursuits (e.g., thesis or master's programs). The course's methodological approach — including lectures, case analyses, and applied exercises — supports the development of active and conscious study strategies, enhancing the capacity for continuous and self-directed learning.

Contents

Theories and models of emotional development

Emotional competence

Development of emotional expression

Development of understanding others' emotions

Development of emotional regulation

Individual differences and person–environment interactions in emotional development

Emotional education

Emotion socialization

Prosocial and antisocial behaviors

Tools for assessing and evaluating emotional abilities in infancy, preschool age, school age, and adolescence

Detailed program

The course focuses on emotional development, particularly the psychology of emotions, emotional competence, and emotional socialization, as well as the contribution of emotions to the social and relational development of the individual. It will cover the main theories on the topic, recent research findings, and the methodologies used. The primary contexts in which emotional and relational development takes place will be examined, with particular attention to the family and peer relationships, including a focus on at-risk contexts such as bullying or social exclusion. The course will delve into aspects related to individual differences in person–environment interactions and the role these interactions play in shaping typical and atypical trajectories of emotional development. Tools for the assessment and evaluation of emotional competencies will be presented, along with intervention programs supporting socio-emotional development.

Prerequisites

It is recommended to take this course after acquiring a solid foundation in the fundamentals and main theoretical frameworks of Developmental Psychology.

Teaching methods

100% of the hours will be delivered through in-person lecture-based teaching. The lectures will be supplemented by the viewing and discussion of films that illustrate the course topics. Group exercises will be carried out to familiarize students with tools for detecting and assessing emotional competencies.

Assessment methods

The exam consists of a written test, with an optional oral component. The written test includes multiple-choice questions and open-ended questions. Upon request, students may also take an oral exam, in addition to the written test, covering all course topics.

There are no mid-term assessments.

The evaluation criteria are: accuracy of answers for the multiple-choice questions; adequacy of content, formal organization, and use of terminology for the open-ended questions.

The final grade is determined by the overall score achieved across the different components of the exam, according to the following scale:

18: barely sufficient knowledge and minimal interpretative skills;

19–22: sufficient knowledge of the fundamental concepts, with some uncertainty in interpretation;

23–26: fair knowledge and good interpretative ability, with minor inaccuracies;

27–30: solid knowledge, good command of the subject matter, and critical ability;

30 cum laude: fully adequate knowledge, complete mastery of the subject, and excellent command of language.

Textbooks and Reading Materials

- Lecture slides
- Barone, L. (2021). *Emotions in Development: Typical and Atypical Pathways*. Carocci Editore.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING
