

	<h1>SUBJECT DESCRIPTION</h1>	<b>MODELO</b> PED.012.03
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<i>Course</i>	<b>Sociocultural Intervention</b>					
<i>Subject</i>	<b>Social and Development Psychology</b>					
<i>Academic year</i>	2023-2024	<i>Curricular year</i>	1st	<i>Study period</i>	1st semester	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 125	Contact: TP45/OT15	<i>ECTS</i>	5
<i>Professor(s)</i>	Isabel Maria Moraos de Sousa Portugal Vieira					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>	<i>(select)</i>		<b>Filomena de São José Bolota Velho</b>			

## PLANNED SUBJECT DESCRIPTION

### 1. LEARNING OBJECTIVES

Students must:

Understand the general foundations of human development

Recognize the biopsychosocial dimension of human action

Understand the impact of Social and Development Psychology on Sociocultural Animation

Acquire fundamental concepts of Social Psychology and Development Psychology

To know the dynamics of the stages of social, cognitive, moral and psychosocial development

Interpret the conduct of people and groups based on psychological science

Mobilize Social and Development Psychology knowledge with a view to sociocultural intervention

### 2. PROGRAMME

#### I. Preliminary questions

The scope of action of Social Psychology and Developmental Psychology

The construction of the Person: from the individual to the social

#### II. Fundamental concepts of Social Psychology

Perception, causal attribution and social inference

Attitudes and behaviors

Formation of Impressions and Preconceptions

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Conformism and Obedience

### III. Fundamental concepts of Developmental Psychology

Psychological development: Nature versus Nurture

Developmental stages (social, cognitive, moral and psychosocial) and respective characteristics

### IV. The sociocultural animator as an agent of personal and social development

Analysis of Sociocultural Animation Projects: Agitation or Animation

### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The syllabus for this curricular unit are consistent with its objectives as they allow the identification and understanding of the themes to be addressed and the establishment of a link between psychological science and the practice of sociocultural animation.

The contents aim to provide the proper framework for the study of Human Development and the social conditions in which it takes place. In this way, the fundamental concepts of Social Psychology and Developmental Psychology are presented, reflecting on the innate or acquired nature of psychosocial characteristics. It seeks, in all topics, to demonstrate that the intervention of Sociocultural Animation is based on scientific knowledge that can be mobilized from Psychology.

### 4. MAIN BIBLIOGRAPHY

#### Mandatory

Instituto de Apoio à Criança (2011). *Guia do Animador – Ideias e Práticas para Criar e Inovar*. Lisboa: Edições Sílabo

Leyens, J. e Yzerbert, V. (2011). *Psicologia social*. Lisboa: Edições 70

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Lourenço, O. (2002). *Psicologia do Desenvolvimento Moral - Teoria, Dados e Implicações*.

Coimbra: Livraria Almedina

Tavares, J. (2008). *Manual de Psicologia do Desenvolvimento e da Aprendizagem*. Porto: Porto Editora

Vala, J. e Monteiro, M.B. (2007). *Psicologia social*. Lisboa: Fundação Calouste Gulbenkian

### Recommended

Erikson, E. H. (1971). *Infância e Sociedade*. Rio de Janeiro: Zahar Editores

Piaget, J. & Inhelder, B. (1979). *A Psicologia da Criança: do Nascimento à Adolescência*. Lisboa: Moraes Editores

Reymond-Rivier, B. (1983). *O desenvolvimento social da criança e do adolescente*. Lisboa: Ed. Aster

Rogers, C. (1985). *Tornar-se Pessoa*. Lisboa: Moraes Editores

Vigotski, L, S. (2002). *A formação social da mente*. S. Paulo: Martins Fontes

## 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

In classes, students will be encouraged to participate actively through the discussion of themes, critical analysis of texts and the carrying out of individual or group work. The lessons will be interactive including the presentation of illustrative cases.

Assessment can be continuous or by final exam.

**Continuous assessment** requires attendance in classes, at least 2/3 and consists of:

A written test (individual face-to-face assessment) to be carried out at the end of the semester (13 values) and with a minimum grade of 4,5 values

A consultation test (7 values)

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**Assessment by exam** is intended for students who opt for a final exam or who, having opted for continuous assessment, have obtained a grade lower than 9.5 in the test average with the work or, still, have not obtained the minimum grade required in the test.

Student workers are regulated by all these criteria, with the exception of the obligation to meet 2/3 of attendance at classes.

## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The achievement of the presented objectives passes through the teaching of scientific contents that seeks to consolidate through consultation, interpretation, specific bibliographic analysis and critical debate. The emphasis placed on group dynamics is consistent with the objectives of the curricular unit, which aim to share and develop scientifically justified observation, identification and action skills.

Concepts, models and perspectives (psychological science) analysis require, for a better and faster apprehension by students, a more active performance by the teacher, so the lecture is important in the first moment of learning the contents. Obviously, the student's intervention is expected to raise doubts, raise questions, or make comments, related to the exposed topics.

Having a conceptual basis, the student will be more capable of autonomous work, either individually or in a group. The discussion and reflection, in class, of the themes are therefore justified in order to deepen them. Here, autonomous work (research, reading, synthesis, etc.) and classroom work (interactive) complement and enrich each other, making the student understand how the level of development, personality and sociocultural context combine to make life easier or more difficult.

From this moment on, the student will already have conceptual tools and a sufficiently comprehensive range of knowledge, which prepare him to act as a sociocultural animator.

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### 7. ATTENDANCE

According to the ESECD Regulation, students must have at least 2/3 of attendance in classes to be able to access the Continuous Assessment. Working students and/or students with duly justified overlapping classes will not be considered these proportions, as they are subject to the moments and evaluation criteria defined for this curricular unit.

### 8. CONTACTS AND OFFICE HOURS

Isabel Portugal: [iptugal@ipg.pt](mailto:iptugal@ipg.pt)

Cabinet 1.6 - ESECD

VOIP: 5217

#### OFFICE HOURS:

**Monday: 10-11 a.m. ; 13-14 p.m.**

**Wednesday: 13-14 p.m**

**Thursday: 10-11 a.m.**

### 9. OTHERS

#### DATE

**11 de novembro de 2023**

#### SIGNATURES

*Professor(s), Area/Group Coordinator or Head of Department signatures*

Assinatura na qualidade de (clicar)

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