



UNIVERSIDADE PRESBITERIANA MACKENZIE

Pró-Reitoria de Pesquisa e Pós-Graduação
Coordenadoria Geral de Pós-Graduação *Stricto Sensu*



SYLLABUS

University Unit: Center for Biological and Health Sciences		
Graduate Program: Developmental Disorders		
Degree: <input checked="" type="checkbox"/> Master degree <input type="checkbox"/> Professional Master degree <input checked="" type="checkbox"/> Doctoral degree		
Subject Social, Cognitive and Affective Development Processes		
Professors Ana Alexandra Caldas Osório		
Observation:		
Workload 48 h/a	Credits 04	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Optative <input type="checkbox"/> Elective
Syllabus: Presentation and discussion of in-depth topics on human development in its social, cognitive and affective dimensions.		
Program Content: Fundamental theories and concepts of social/social cognitive, cognitive and affective development will be discussed. Distinct assessment methods as well as evidence from neuroscience will be analyzed in these three dimensions of human development.		
Evaluation Criteria Evaluation: According to the General Regulation of <i>Stricto Sensu</i> Post-Graduation, Art. 98: A - excellent: corresponds to scores in the interval between 9 and 10; B - good: corresponds to scores in the interval between 8 and 8.9; C - regular: corresponds to scores in the interval between 7 and 7.9; R - reprovado: corresponds to scores in the interval between 0 and 6.9.		



References:

Best, J. R., Miller, P. H. (2010). A developmental perspective on executive function. *Child development*, 81(6), 1641-1660.

Decety, J. (2011). The neuroevolution of empathy. *Annals of the New York Academy of Sciences*, 1231(1) 35-45.

Gullone, E. et al. (2010). The normative development of emotion regulation strategy use in children and adolescents: a 2-year follow-up study. *Journal of Child Psychology and Psychiatry*, 51(5), 567-574.

Sroufe, L. A., Collins, W. A. (2009). The development of the person: The Minnesota study of risk and adaptation from birth to adulthood. New York: Guilford Press.

Tomasello, M., Vaish, A. (2013). Origins of human cooperation and morality. *Annual review of psychology*, 64, 231-255.

Vaish, A., Warneken, F. (2011). Social-cognitive contributors to young children's empathic and prosocial behavior. In: Decety, J. (Ed.). *Empathy: From bench to bedside*. Cambridge: The MIT Press, p.131-146.