



Course syllabus for

Developmental Psychology, 15 credits

Utvecklingspsykologi, 15 hp

This course syllabus is valid from autumn 2013.

Please note that the course syllabus is available in the following versions:

[Autumn2008](#) , [Autumn2009](#) , [Autumn2010](#) , [Autumn2011](#) , [Autumn2012](#) , Autumn2013 , [Autumn2014](#) , [Autumn2017](#) , [Autumn2020](#) , [Autumn2023](#) , [Autumn2024](#)

Course code	2PS006
Course name	Developmental Psychology
Credits	15 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Psychology
Level	G2 - First cycle 2
Grading scale	Pass with distinction, Pass, Fail
Department	Department of Clinical Neuroscience
Decided by	Programnämnden för Psykologprogrammet
Decision date	2008-05-15
Revised by	Programnämnd 8
Last revision	2013-05-07
Course syllabus valid from	Autumn 2013

Specific entry requirements

Passed results of the first and second semester (30 credits and at least 15 credits, respectively) of the Study Programme in Psychology.

Objectives

Part 1: Developmental psychology 1: Childhood and adolescence

On completion of the course, the student should be able to:

account for and compare the different theoretical perspectives within developmental psychology

describe the general development of children and adolescents concerning psychological functions, for example perception, sensory motor functions, cognitive and socio-emotional abilities, temperament/personality, communication and languages

describe how heredity and environment affect the individual development, at a general level describe individual deviations from the normal development

describe brain development and maturity in children and adolescents and biological correlates of psychological functions' development and change over the entire life span

account for different research designs within developmental psychology
 account for and critically discuss advantages and disadvantages with different research methods (e.g., observation, testing, interview and checklist) that are used within research and clinical practice
 describe a current research project within developmental psychology and discuss its strengths and weaknesses
 account for the occurrence of gender differences regarding the psychological development of children and adolescents and critically discuss possible reasons for these differences
 provide examples of how the psychological development of children and adolescents can be influenced by belonging to a specific subgroup (e.g., homosexual, ethnic minority group)
 provide examples of how knowledge of developmental psychology may be of importance for the future profession

Part 2: Developmental psychology 2: Aging

On completion of the course, the student should be able to:

account for the development (cognition, social, personality, emotional and neurobiological) in normal aging and demonstrate knowledge of pathological aging (e.g. dementia)
 describe the influence of aging on the brain and its function and biological antecedents of psychological functions change over time during aging
 describe longitudinal design

Content

The course includes the following two parts:

Developmental Psychology: Childhood and adolescence, 12 hp The course starts with an introduction to the developmental psychology. Different theoretical perspectives concerning human development are presented and discussed. The normal development is described with respect to traditional developmental psychology areas such as sensory motor functions, cognition, personality, communication and language. The importance of gender and examples of how development is influenced by belong to a specific subgroup (i.e., homosexual, ethnic minority) is discussed and problematised. The course integrates new knowledge with knowledge from previous courses and may, in some cases, highlight previous knowledge in a clearer development perspective. This part also addresses certain developmental abnormalities of relevance for clinical psychology. A relatively large part of the reading list consists of current scientific articles in order to provide the students with knowledge of how different functions are studied within the area of developmental psychology (e.g., advantages and disadvantages with different methods and designs and ethical aspects of research on children).

Developmental Psychology: Aging, 3 hp Within this part of the course, the students will obtain an introduction to developmental psychology with focus on the later part of the life cycle. Of central interest is cognitive, social, personality and emotional development in both normal aging and in dementia and the neurobiological basis for these processes. An introduction to longitudinal design of interest for the aging research area is provided.

Teaching methods

Part 1:

The teaching consists of teacher-supervised lectures, film showings, seminars, group assignments, meeting with clinical psychologists and an interview with a researcher. Compulsory assignments are included according to timetable and course information.

Part 2:

The teaching consists of teacher-supervised lectures and a compulsory interview with an older individual.

The course director assesses if, absence from a compulsory education element can be replaced. If this is

possible, the course director decides how the learning objectives should be achieved. Until the student has participated in the compulsory parts (or compensated any absence with assigned tasks in accordance with instructions from the course director) the final study results can not be reported. Absence from a mandatory education element could mean that the student can not do the part until the next time the course is offered.

Examination

Part 1:

The student's theoretical knowledge in the area of developmental psychology is evaluated through:

- 1) written method report and oral presentation of the interview with a researcher
- 2) active participation at the gender seminar
- 3) oral presentation of scientific articles at the discussion club
- 4) a written examination at the end of the course

In written minor essays (examination assignment 1, 2 or 3), one of the grades Pass/Fail is given. In the written examination (examination assignment 4), one of the grades Pass with distinction (VG), Pass (G), or Fail (U) is given. In order to obtain grade Pass (G), the student has to obtain a grade Pass (G) on all four examination assignments. In order to obtain grade Pass with distinction (VG), the students has to obtain grade Pass (G) on the examination assignment 1-3 and grade Pass with distinction (VG) on the written examination (assignment 4).

For a student who misses an examination, this is substituted by a written assignment according to teachers' instructions.

Part 2:

The student's knowledge are examined through:

- 1) written examination at the end of the part
- 2) written presentation of an interview with an older individual

At the written presentation of an interview with an older individual, the grades Pass (G) or Fail (U) are given. At the written examination, one of the grades Pass with distinction (VG), Pass (G), or Fail (U) are given. To obtain the grade Pass (G) on part 2, the grade Pass (G) is required on both the written examination and the interview. To obtain the grade Pass with distinction (VG), a grade of Pass with distinction (VG) on the written examination and a grade Pass (G) on the interview are required.

All course:

In order to pass the course, the student has to obtain at least grade Pass (G) on all examination assignments under part 1 and 2 and attend all compulsory occasions. In addition to this, the student has to obtain the grade Pass with distinction (VG) on the written exam for part 1 in order to obtain the grade Pass with distinction on the course.

A student that has not passed the course after regular examination has the right to participate at an additional five examinations. If the student has carried out six failed examinations/tests the student will not be allowed to carry out any additional examination. The number of times the student participates in the same tests is counted as one examination. Submission of a blank exam is counted as examination. Examination to which the student registered but did not participate is not counted not as an examination.

Transitional provisions

The transition rules follow KI's local guidelines for examination.

Other directives

Course evaluation takes place according to KI's local guidelines. The students are informed of the results of the course evaluation and possible changes made to the course on the website.

Literature and other teaching aids

Siegler, Robert S.; DeLoache, Judy S.; Eisenberg, Nancy.

How children develop

3rd ed. : New York : Worth Publishers, c2011. - xxvi, 653, [162] p.

ISBN:1429217901 LIBRIS-ID:14075481

[Library search](#)

Gazzaniga, Michael S.; Ivry, Richard B.; Mangun, G. R. q (George Ronald)

Cognitive neuroscience : the biology of the mind

3. ed. : New York : Norton, cop. 2009 - 666 p.

ISBN:978-0-393-92795-5 (hardcover) LIBRIS-ID:10947179

[Library search](#)

Kolb, B.; Whishaw, I. Q.

Fundamentals of human neuropsychology

6th edition : New York : Worth Publicers, 2008