



Course syllabus for

## **Developmental Psychology, 15 credits**

Utvecklingspsykologi, 15 hp

This course syllabus is valid from autumn 2020.

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	Fail (U), pass (G) or pass with distinction (VG)
Department	Department of Clinical Neuroscience
Decided by	Programnämnden för Psykologprogrammet
Decision date	2008-05-15
Revised by	Education committee CNS
Last revision	2020-04-01
Course syllabus valid from	Autumn 2020

### **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**

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

*Module 1, Developmental psychology 1: Childhood and adolescence*

- account for and compare the different theoretical perspectives within developmental psychology
- describe the general development of children and adolescents concerning psychological functions, for example sensory motor functions, cognitive and socio-emotional abilities, temperament 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 that are used within research and clinical practice
- 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

### *Module 2, Developmental psychology 2: Aging*

- 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 is divided in two (2) modules, as follows:

### **Developmental Psychology 1: Childhood and adolescence, 12.0 hp**

Grading scale: VU

Module 1 starts with an introduction to the developmental psychology. Different theoretical perspectives concerning human development are presented and discussed. The normal development is described in regard to traditional developmental fields as sensorimotor function, cognition, emotions, relations to friends, connection and language. The importance of sexes, and example of how the development is influenced by belonging to different subgroups (homosexual, ethnic minorities) 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. Module 1 also brings up certain abnormalities from the normal development of relevance for clinical psychology. The reading list consists partly of current scientific articles to give the students knowledge of how one practically studies different developmental phenomena (e.g. advantages and disadvantages with different methods and designs and research-ethical aspects).

### **Developmental Psychology 2: Aging, 3.0 hp**

Grading scale: VU

In component 2, the students initially obtain an introduction to developmental psychology with a 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

### *Module 1, Developmental psychology 1: Childhood and adolescence*

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

### *Module 2, Developmental psychology 2: Aging*

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

individual.

## Examination

*Module 1, Developmental psychology 1: Childhood and adolescence*, is assessed through

- a) oral presentation of forskningsfördjupning (Fail/ Pass)
- b) actively oral participation in genusseminarium (Fail/ Pass)
- c) oral presentation of scientific articles at diskussionsklubb (Fail/ Pass)
- d) written examination at the end of the module (Fail, Pass/ Pass with distinction)

On this module, one of the grades Fail or Pass is given.

For the grade Pass on the module, Pass on all four examination assignments a, b, c and d is required.

For the grade Pass with distinction on the module, in addition to the above is required Pass with distinction on examination assignment d, written examination.

*Module 2, Developmental psychology 2: Aging*, is assessed through

- a) written examination at the end of the module (Fail, Pass or Pass with distinction)
- b) written presentation of completed interview with an elderly individual (Fail/ Pass)

On this module, one of the grades Fail, Pass or Pass with distinction is given.

For the grade Pass on the module, Pass on both the examination assignments is required.

The grade Pass with distinction on the module requires Pass with distinction on the written examination and Pass on the interview presentation.

### *Course grade*

On the entire course, one of the grades Fail, Pass or Pass with distinction is given.

Pass in the entire course, requires Pass in module 1 and at least Pass in module 2.

Pass with distinction in the entire course, requires Pass with distinction in module 1 and at least Pass in module 2.

### *Absence from or unfulfillment of compulsory course elements*

The examiner decides whether, and if so how, absence from or unfulfillment of compulsory course elements can be made up for, e.g. if missed oral examinations may be replaced by written advanced assignments. Study results cannot be reported until the student has participated in or fulfilled compulsory course elements, or compensated for any absence/ failure to fulfill in accordance with instructions from the examiner. Absence from or unfulfillment of a compulsory course element may imply that the student can not retake the element until the next time the course is offered.

### *Limitation of the number of examinations*

Students who do not pass a regular examination are entitled to re-sit the examination on five more occasions. If the student has failed six examinations/tests, no additional examination is given. Each occasion the student participates in the same test counts as an examination. Submission of blank exam is counted as examination. An electronic examination that has been opened via the learning platform counts as an examination session even if the examination is not submitted. In case a student is registered for an examination but does not attend, this is not regarded as an examination. In order for an examination assignment to be relevant for assessment, it must have been submitted by the appointed time, otherwise the student is referred to the re-examination opportunity.

### *Possibility of exception from the course syllabus' regulations on examination*

If there are special grounds, or a need for adaptation for a student with a functional disability, the examiner may decide to deviate from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected knowledge, skills and attitudes may not be changed, removed or reduced.

## 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

*Berk, Laura E.*

### **Child development**

9th ed. : Boston : Pearson, c2013 (tr. 2012) - xix, 652, [146] p.

ISBN:9780205197668 (int. ed.) LIBRIS-ID:13454635

[Library search](#)

*Kolb, B.; Whishaw, I. Q.*

### **Fundamentals of human neuropsychology**

6th edition : New York : Worth Publicers, 2008