**GAU, Faculty of Humanities**

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| **Course Unit Title** | Developmental Psychology II |
| **Course Unit Code** | PSY 322 |
| **Type of Course Unit**  | Compulsory for Research Track in Psychology |
| **Level of Course Unit**  | Third year, Bachelor’s Degree  |
| **National Credits** | 3 |
| **Number of ECTS Credits Allocated** | 6 ECTS |
| **Theoretical (hour/week)** | 2 |
| **Practice (hour/week)** | 1 |
| **Laboratory (hour/week)** | - |
| **Year of Study** | 3 |
| **Semester when the course unit is delivered** | 6 |
| **Mode of Delivery**  | Face to Face, E-Learning activities |
| **Language of Instruction**  | English |
| **Prerequisites and co-requisites**  | Completion of PSY101, PSY102, PSY221 |
| **Recommended Optional Programme Components**  | None |
| **Objectives of the Course:**Informing students about current research methods in developmental psychology and advancing knowledge about theoretical frameworks and trends in the field.  |
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| **Learning Outcomes** |  |
| When this course has been completed the student should be able to | Assessment. |
| 1 | Critically discuss research methods and ethical considerations in developmental psychology | 1,2,3, |
| 2 | Reading and critically understanding scientific research on development psychology  | 1,2,4 |
| 3 | Acquiring key terminology and key research in developmental psychology | 1,2 |
| 4 | Acquiring skills to integrate psychological theories to understand developmental processes | 1,2,3 |
| 5 | Gaining knowledge about developmental psychopathology | 1 |
| 6 | Acquiring social, biological and cognitive aspects of the developmental process | 1,2,3 |
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| Assessment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work |
| **Course’s Contribution to Program** |
|  |  | CL |
| 1 | Ability to identify the current and historical core content of and what is known in psychology. | 4 |
| 2 | Differentiate the various areas of Psychology and identify what is known in each. | 3 |
| 3 | Ability to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | 3 |
| 4 | Ability to apply psychological content and skills to career goals. | 4 |
| 5 | Ability to identify, and evaluate construct and critically analyze complex arguments. | 3 |
| 6 | Ability to apply basic research methods in psychology, with sensitivity to ethical principles. | 5 |
| 7 | Ability to identify the writing format of the American Psychological Association (APA). | 4 |
| 8 | Ability to understand the role of academic, professional, and personal integrity in maintaining a healthy community. | 4 |
| 9 | Ability to recognize and describe the ways in which diversity influences psychological processes. | 3 |
| 10 | Ability to distinguish important behavioral factors associated with personal and cultural diversity that enable intervention process in therapy. | 5 |
| 11 | Ability to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context. | 3 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) |

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| **Course Contents** |
| Week |  |  | Exam**s** |
| 1 |  | Review of developmental psychology I: Conception to Aging |  |
| 2 |  | Studying development: research methods and ethics |  |
| 3 |  | Attachment relationships |  |
| 4 |  | Social awareness and social cognition |  |
| 5 |  | Cognition and information processing |  |
| 6 |  | Intelligence and attainment ,Movie viewing (movie to be announced) |  |
| 7 |  | *Revision* | Quiz |
| 8 |  |  | Mid Term |
| 9 |  | Developmental psychopathology I: Genie case study |  |
| 10 |  | Developmental psychopathology II: Autism and theory of mind |  |
| 11 |  | Adulthood: middle and late adulthood |  |
| 12 |  | Psychology of aging: Old age – death and bereavement |  |
| 13 |  | Presentations (topics to be announced) |  |
| 14 |  | Review of ‘Developmental Psychology II’ | Quiz |
| 15 |  |  | Final |
| **Recommended Sources** |
| **Textbook:** Smith, P.K., Cowie, H. & Blade, M. (2003) Understanding Children’s Development, 4th Edition. England. Blackwell Publishers.Carlson, N.R., Martin, G.N. & Buskist, W. (2004) Psychology, 2nd European Edition. England. Pearson.Additional lecture notes will be provided |
| **Assessment** |
| Attendance | 10% |  |
| Laboratory | % |  |
| Midterm Exam (Written) | 30% |  |
| Quiz (Written) | 10% |  |
| Final Exam (Written) | 50% |  |
| Total | 100% |  |
| **ECTS Allocated Based on the Student Workload** |
| Activities | Number  | Duration (hour)  | Total Workload(hour) |
| Course duration in class (including the Exam week)  | 15 | 3 | 45 |
| Labs and Tutorials |  |  |  |
| Assignments | 3 | 3 | 24 |
| Project/Presentation/Report Writing  | 10 | 1 | 10 |
| E-learning Activities |  |  |  |
| Quizzes | 1 | 10 | 10 |
| Midterm Examination | 1 | 14 | 14 |
| Final Examination | 1 | 28 | 28 |
| Self Study  | 14 | 3 | 42 |
| Total Workload  | 173 |
| Total Workload/30 (h) | 5.76 |
| ECTS Credit of the Course | 6 |