

Course Code: APSY- 358
Course Title: Developmental Psychology

Credit Hours: 3
(Major Course)

Introduction

This course is the study of human development throughout life span, starting from prenatal development to the geriatric changes and challenges. The course covers nature and scope of developmental psychology, research methods and ethical issues related to the lifespan development, theoretical issues related to physical, psychological, moral, cognitive and social development, role of important socio-environmental factors like parenting, family, social occupational contexts, and problematic behaviors/disorders during lifespan.

Course Objectives

1. The course will provide students insight about the major developmental mile stones and stages of development.
2. This course will enable students to think critically about the developmental issues such as parenting styles, identity crisis, family& culture.
3. It would also help develop an understanding of Developmental theories and their application in the Pakistani cultural context.

Learning Outcomes

Upon completion of this course the student will be able to:

1. identify major developmental milestones.
2. think critically about the developmental issues.
3. apply knowledge from Development theories in the Pakistani cultural context.

Contents

Unit-I

1.1 Introduction

- 1.1.1 Nature and scope of developmental psychology
- 1.1.2 Historical perspective of developmental psychology
- 1.1.3 Research methods for studying developmental changes
- 1.1.4 Ethical issues in research on developmental psychology

Unit-II

2.1 Theories of Development

- 2.1.1 Freud's psychoanalytic theory
- 2.1.2 Erik Erikson's psychosocial stages of development
- 2.1.3 Piaget's theory of cognitive development
- 2.1.4 Vygotsky's socio cognitive cultural theory
- 2.1.5 Kohlberg's theory of moral development

Unit-III

3.1 Prenatal Development

- 3.1.1 Prenatal development phases
- 3.1.2 Genetic influences in development
- 3.1.3 Prenatal environmental influences

Unit-IV

4.1 Infancy

- 4.1.1 Physical development
- 4.1.2 Cognitive development in infancy with reference to Piaget's theory
- 4.1.3 Language development in infancy
- 4.1.4 Socio emotional development in infancy

Unit-V

5.1 Childhood

- 5.1.1 Early, Middle and Late Childhood with reference to Physical development, Emotional development, Cognitive development in childhood with reference to Piaget's theory and Personality development (role of familial and extra familial influences)

Unit-VI

6.1 Adolescence

- 6.1.1 Physical development, Emotional development, Cognitive development in adolescence with reference to Piaget's theory, Social, emotional and Personality development, Identity formation in adolescence; Problems and disturbances in adolescence

Unit-VII

7.1 Early Adulthood

- 7.1.1 Physical development
- 7.1.2 Occupational adjustments
- 7.1.3 Family adjustments

Unit-VIII

8.1 Middle Adulthood

- 8.1.1 Physical changes
- 8.1.2 Social adjustments
- 8.1.3 Occupational adjustments
- 8.1.4 Familial adjustments

Unit-IX

9.1 Gerontology

- 9.1.1 Physical changes
- 9.1.2 Challenges faced by the elderly; Old age Disorders
- 9.1.3 The elderly and death

Unit-X

10.1 Developmental Psychopathology

- 10.1.1 Neurodevelopmental disorders
- 10.1.2 Disorder of Childhood

Teaching-learning Strategies

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The goal through Sessional work would be to inculcate (learning goal of) acquisition of factual

information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

Sr. No.	Elements		Details
1.	Midterm Assessment		It takes place at the mid-point of the semester.
2.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment		It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings:

• **Books**

Berger, K. S. (2012). *The developing person through the life span*. New York: Worth Publishing Company.

Brofenbrenner, V. (1972). *Influences on human development*. The Dresden Press, Inc.

Craig, J. G. (1996). *Human development* (7th ed.). New Jersey: Prentice Hall Publishing Co.

Crain, W. (2011). *Theories of development* (6th ed.). Boston: Prentice Hall.

Crain, W. (2010). *Theories of development: Concepts and applications*. (6th ed.). New York: Pearson Higher Education Inc.

Dacey, J. S., & Travers, J. F. (2004). *Human development*. (5th ed.). Boston: McGraw-Hill

Dehn, M. J. (2010). *Long term memory problems in children and adolescents*. New Jersey: John Wiley and Sons.

Feldman, R. (2003). *Development across the life span* (3rd ed.). New York: Prentice Hall Publishers.

Freiberg, K. L. (1992). *Human development*. (4th ed.). London: Jones & Bartlett Publishers.

Kail, R. V. (2013). *Human development*. (6th ed.). Australia: Wadsworth.

Malhomes, V. (2010). *Applied research in child and adolescent development*. NY: Psychology Press.

Moshman, D. (2011). *Adolescent rationality and development* (3rd ed.). NY: Psychology Press.

Rathus, S. A. (2011). *Childhood and adolescence* (4th ed.). Australia: Wadsworth.

Rice, P. F. (1998). *Human development: A life span approach*. (3rd ed.). New Jersey: Prentice Hall Inc.

Santrock, J. W. (2002). *Life span development*. New York: McGraw Hill Inc.

Santrock, J. W. (2010). *Life span development*. (13th ed.). New York: McGraw Hill Inc.

Wear, C. (1994). *Developmental psychopathology* (3rd ed.). NY: McGraw Hill.

Sandmen, W. J. (1997). *Human development* (6th ed.). New York: McGraw Hills Co.

- **Journal Articles / Reports**

- Beauchaine, T. P., Constantino, J. N., & Hayden, E. P. (2018). Psychiatry and developmental psychopathology: Unifying themes and future directions. *Comprehensive Psychiatry*, *87*, 143-152
- Dimitrova, R., Fernandes, D., Malik, S., Suryani, A., Musso, P., & Wium, N. (2021). The 7Cs and developmental assets models of positive youth development in India, Indonesia and Pakistan. In *Handbook of Positive Youth Development* (pp. 17-33). Springer, Cham.
- Kline, M. A., Shamsudheen, R., & Broesch, T. (2018). Variation is the universal: Making cultural evolution work in developmental psychology. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *373*(1743), 20170059.
- Orth, U., & Robins, R. W. (2019). Development of self-esteem across the lifespan.
- Richardson, P. W., & Watt, H. M. (2018). Teacher professional identity and career motivation: A lifespan perspective. In *Research on teacher identity* (pp. 37-48). Springer, Cham.
- Smolak, L., & Levine, M. P. (2019). Critical issues in the developmental psychopathology of eating disorders. In *Understanding eating disorders* (pp. 37-60). Taylor & Francis.
- Terrie, E. M. (2018). Adolescence-limited and life-course-persistent offending: A complementary pair of developmental theories. In *Developmental theories of crime and delinquency* (pp. 11-54). Routledge.
- Tucker-Drob, E. M. (2019). Cognitive aging and dementia: a life-span perspective. *Annual review of developmental psychology*, *1*, 177-196.