

Program	BS (4 Years)	Course Code	APSY-477	Credit Hours	3
Course Title	Developmental Psychology				
Course Introduction					
<p>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.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify major developmental milestones. 2. Think critically about the developmental issues. 3. Apply knowledge from Development theories in the Pakistani cultural context. 					
Course Contents					
<p>Introduction Nature and scope of developmental psychology Historical perspective of developmental psychology Research methods for studying developmental changes Ethical issues in research on developmental psychology</p> <p>Theories of Development Freud’s psychoanalytic theory Erik Erikson’s psychosocial stages of development Piaget’s theory of cognitive development Vygotsky’s socio cognitive cultural theory Kohlberg’s theory of moral development</p> <p>Prenatal Development Prenatal development phases Genetic influences in development Prenatal environmental influences</p> <p>Infancy Physical development Cognitive development in infancy with reference to Piaget’s theory Language development in infancy Socio emotional development in infancy</p> <p>Childhood 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)</p> <p>Adolescence 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</p>					

Early Adulthood

Physical development
Occupational adjustments
Family adjustments

Middle Adulthood

Physical changes
Social adjustments
Occupational adjustments
Familial adjustments

Gerontology

Physical changes
Challenges faced by the elderly; Old age Disorders
The elderly and death

Developmental Psychopathology

Neurodevelopmental disorders
Disorder of Childhood

Textbooks and Reading Material**2.1 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.

2.2 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., & Wiium, 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.

Note:- It is preferable to use latest available editions of books.

Teaching Learning Strategies

1. Lectures/Tutorials
2. Semester work
3. Class participation /Presentation
4. Assignments/Class Projects
5. Quizzes

Assessment

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3	Final Assessment	40%	Written Examination 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.