**University of Management and Technology**

**Course Outline**

Course code: **PSY-306** Course title: **Developmental Psychology**

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| Program | BS Psychology Semester 5 (F2022) |
| Credit Hours | 3 HRS |
| Duration | 16 weeks |
| Prerequisites | * Basic knowledge of general Psychology * Basic understanding of developmental theories |
| Resource Person | **Ghuncha Naqvi** |
| Counseling Timing  CB1, SPP HALL | Wednesday: 3:00-5:00 pm  Thursday:     9:30-11:00 pm & 2:00 -3:00 pm |
| Contact | **ghuncha.naqvi@umt.edu.pk** |

**Resource Person’s Signature …………………….**

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Learning Objective:**

The course of developmental psychology will aim to trace the development of the human being from before the time of the cradle to the grave. It will examine all facets of life of a human from a psychological, biological, and a sociological angle to achieve maximum depth of understanding. It will critique past and present theoretical explanations of various human stages of human evolution and concede them with practical examples in the light of indigenous landscape.

This course is set up in a manner which will enable the participants to not only be recipients of knowledge on human development, but will also equip them to cross examine their own lives and the social life around them to develop a comprehensive understanding of the human condition.

By the end of the course, the participants will be able to

* Understand important stages of human evolution from an infant to an adult and beyond, in line with theoretical frameworks put forth by research.
* Understand the multifaceted human development through cognitive, social, and biological view point.
* To understand, describe, and critique, and conduct research on human development in with ethical sensibilities.

**Learning Methodology:**

Following learning methodologies will be employed to teach this course:

* Reading Notes
* Power Point Lectures
* Class Discussions
* Class Activities
* Projects
* Creative Assignments
* Presentation on allocated topics

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 10%

Assignments 10%

Mid Term 25%

Term Project/Presentation 15%

Final exam 40%

Total 100 %

**Recommended Text Books:**

* Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill.
* Boyed, D., & Bee, H. (2015). *Lifespan Development* (7th ed.). USA, Pearson education.

**Reference Books:**

* Bancroft, J. (Ed.). (2003). Sexual development in childhood. Bloomington: Indiana University Press
* Knight, B. G. (2004). Psychotherapy with older adults (3rd ed.). Thousand Oaks, CA: Sage Publications
* Lally, M., & Valentine-French, S. (2019). Lifespan Development A Psychological Perspective (2nd ed.). Retrieved from dept.clcillinois.edu/psy/LifespanDevelopment.pdf.

**Calendar of Course contents to be covered during Semester**

**Course Code: PSY-306 Course Title: Developmental Psychology**

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| **Week** | **Course Contents** | | **Reference Chapter(s)** | |
| 1 | **Introduction to Lifespan Development**   * Philosophical and scientific roots * The Lifespan perspective * Issues in lifespan development | | **CHAPTER 1**  **Introduction**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) | |
| 2 | **Research Methodology**   * Research methods and designs * Conducting ethical research * Contemporary theories on development | | **CHAPTER 1**  **Introduction**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) | |
| 3 | **Heredity, Prenatal Development, and Birth**   * Conception and genetics * Prenatal development * Birth and the Neonate * Developmental delays at birth | | **CHAPTER 3**  **Prenatal Development**  **and Birth**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) | |
| 4 | **Heredity, Prenatal Development, and Birth**   * Birth and the Neonate * Developmental delays at birth | | **CHAPTER 3**  **Prenatal Development**  **and Birth**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) | |
| 5 | **Infancy and Toddlerhood**   * Physical development * Cognitive development * Language development: Nativist and Interactionist Perspective * Socio Emotional Development in infancy * Personality, attachment and self-concept | | **CHAPTER 4**  **Physical Development in Infancy**  **CHAPTER 5**  **Cognitive Development**  **in Infancy**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) | |
| 6 | **Infancy and Toddlerhood**   * Socio Emotional Development in infancy * Personality, attachment and self-concept | | **CHAPTER 6**  **Socioemotional Development**  **in Infancy**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) | |
| **7** | **Early and Middle Childhood**   * Physical , cognitive, and psychosocial development * Theoretical understandings: Freud, Piaget, Vygotsky, Information processing, Bandura * Personality development (Role of Familial and Extra Familial influences) | | **CHAPTER 7**  **Physical and Cognitive**  **Development in Early**  **Childhood**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill)   * Notes will be provided | |
| 8 | **Revision week**  MID TERM EXAMINATION | |  | |
| 9 | **Adolescence**   * Physical and cognitive development * Ego Identity : Erikson stages of identity development * Personality development * Moral development | | **CHAPTER 12**  **Physical and cognitive development**  **in Adolescence**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill)   * Notes will be provided | |
| 10 | | **Emerging and Early Adulthood**   * Emerging adulthood defined * Physical development and changes * Cognitive changes | **CHAPTER 13**  **Physical and Cognitive**  **Development in Early**  **Adulthood**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) |
| 11 | | **Emerging and Early Adulthood**   * Family adjustment * Social and personality development | **CHAPTER 14**  **Socioemotional Development**  **in Early Adulthood**  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) |
| 12 | | **Middle Adulthood**   * Physical and cognitive changes * Theories of social and personality development * Midlife career issues | **CHAPTER 15**  Physical and Cognitive  Development in Middle  Adulthood  **CHAPTER 16**  Socioemotional Development  in Middle Adulthood  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) |
| 13 | | **Late Adulthood and the End of life**   * Physical and cognitive changes * Mental health * Social and personality development * Social and Family relationships * Career issues in late life | **CHAPTER 17**  Physical Development in Late  Adulthood  **CHAPTER 18**  Cognitive Development in Late  Adulthood  **CHAPTER 19**  Socioemotional Development  in Late Adulthood  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) |
| 14 | | **Death and Dying**   * The experience of death * The meaning of death across lifespan * Theoretical perspectives on grieving * Cultural differences in end of life decisions | **CHAPTER 20**  Death, Dying, and  Grieving  (Santrock, J., 2011. *Life-span development*. New York (N.Y.): McGraw-Hill) |
| 15 | | **Presentations on the assigned topics (10 Marks)** |  |
| 16. | | **Revision week**  FINAL TERM EXAMINATION |  |