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| **Course title** | Child and Adolescent Development | | | | | |
| **Course code** | PSY316 | | | | | |
| **Course type** | Elective | | | | | |
| **Level** | Undergraduate | | | | | |
| **Year / Semester** | Year 3 | | | | | |
| **Teacher’s name** | Antonia Zachariou | | | | | |
| **ECTS** | 7.5 | **Lectures / week** | 1 | **Laboratories / week** | | 0 |
| **Course purpose and objectives** | Students will gain a thorough understanding of the physical, cognitive, emotional, and social development processes that take place from infancy through adolescence in this course. Students will learn about the elements that influence young people's growth and behavior through studying the ideas, scientific discoveries, and practical applications of child and adolescent development. In order to work effectively with children and adolescents in a variety of contexts, including educational, clinical, and social settings, this course seeks to give students the information and skills they need. | | | | | |
| **Learning outcomes** | The following learning outcomes are expected, where students will:   1. Discuss major developmental theories and their implications for understanding child and adolescent behavior. 2. Identify significant physical, cognitive, emotional, and social milestones at various developmental stages. 3. Evaluate the effects of genetic, environmental, cultural, and socioeconomic factors on development. 4. Apply knowledge of development to create age-appropriate educational activities and interventions. 5. Understand ethical considerations when working with children and adolescents, including respecting their autonomy and cultural heritage. | | | | | |
| **Prerequisites** | PSY204 | | **Required** | | No | |
| **Course content** | Students will gain a thorough understanding of the physical, cognitive, emotional, and social development processes that take place from infancy through adolescence in this course. Students will learn about the elements that influence young people's growth and behavior through studying the ideas, scientific discoveries, and practical applications of child and adolescent development. In order to work effectively with children and adolescents in a variety of contexts, including educational, clinical, and social settings, this course seeks to give students the information and skills they need.  Week 1: Introduction to Child and Adolescent Development  Week 2: Biological Foundations of Development  Week 3: Cognitive Development  Week 4: Social and Emotional Development  Week 5: Early Childhood Development  Week 6: Middle Childhood Development  Week 7: Adolescence and Identity  Week 8: Social and Cultural Influences  Week 9: Technology and Development  Week 10: Developmental Challenges and Interventions  Week 11: Ethical Considerations in Child Development  Week 12: Applying Developmental Knowledge  Week 13: Contemporary Issues in Child and Adolescent Development  Week 14: Future Directions in Developmental Psychology | | | | | |
| **Teaching methodology** | Lecture | | | | | |
| **Bibliography** | 1. Berk, L. E. (2019). Child Development. Pearson. 2. Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press. 3. Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). Patterns of Attachment: A Psychological Study of the Strange Situation. Psychology Press. 4. Erikson, E. H. (1968). Identity: Youth and Crisis. W. W. Norton & Company. 5. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press. 6. Bandura, A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Prentice-Hall. 7. American Psychological Association (APA) - Division 7: Developmental Psychology. | | | | | |
| **Assessment** | 1. Midterm & Final Exam (30% & 30%): Mid-term and final exams will be conducted covering the entire course. Both exams will include multiple-choice, short-answer, and essay questions. 2. Group assignment and presentation (20%): Assign group projects that involve in-depth research and presentation on specific developmental themes, theories, or issues, guided by real-case scenarios provided by the lecturer. 3. Individual assignments (10%): Assign research papers that require students to delve into specific developmental topics, review relevant research, and critically analyze findings. 4. Presence & Participation (10%): Students should be present and actively participate in in-class discussions. | | | | | |
| **Language** | English | | | | | |