DEVELOPMENTAL PSYCHOLOGY

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SPEECH AND LANGUAGE THERAPY		
LEVEL OF STUDIES	UNDERGRADUATE PROGRAMME (LEVEL 6)		
COURSE CODE	**slt-11**	**SEMESTER**	1
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	5
Interactive Teaching	1	

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	General Background
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://moodle.ioa.teiep.gr

(2) LEARNING OUTCOMES

Learning outcomes *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.* *Consult Appendix A* • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area* • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B* • *Guidelines for writing Learning Outcomes*
The course is a basic introductory course in the study of developmental stages of the individual's course from birth to the end of his/her life. The course aims to introduce students to the study of both developmental stages as well as of the characteristics of psychomotor, linguistic, cognitive, psycho-emotional and social development. In general, the main aim of the course is the students to understand the importance of managing the multitude of processes, which occur in different developmental stages and the ability to interpret and approach these processes at the onset of developmental disorders. ***Upon successful completion of this course the students will be able to:*** • *Understand the purpose of the science of Evolutionary Psychology and reference areas.* (Level 1 – 3: Knowledge, Skills, Ability) • *Interpret the developmental stages, mechanisms and disorders through the terms and theoretical approaches to Evolutionary Psychology.* (Level 1 – 3: Knowledge, Skills, Ability) • *Gain critical thinking and flexibility and inventiveness on the action throughout the entire developmental disorders.* (Level 1 – 3: Knowledge, Skills, Ability)

• *Grasp the reference range and the crucial role of developmental mechanisms across the spectrum of evolution of the individual.* (Level 1 – 3: Knowledge, Skills, Ability)

• *Understand the genetic, neurophysiological, psycho-emotional and socio-cultural mechanisms and their effects on expansion and development of the individual.* (Level 1 – 3: Knowledge, Skills, Ability)

• *Interpret all possible differences in neuropsychological disorders, psycho-emotional and socio-cultural development of the individual.* (Level 1 – 3: Knowledge, Skills, Ability)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
	Respect for the natural environment
Adapting to new situations	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Decision-making	
Working independently	*Criticism and self-criticism*
Team work	*Production of free, creative and inductive thinking*
Working in an international environment	*……*
Working in an interdisciplinary environment	*Others…*
	…….
Production of new research ideas	

• *Demonstrate social, professional and ethical responsibility and sensitivity to gender issues*
• *Decision-making*
• *Work in a multidisciplinary environment*
• *Respect for difference and multiculturalism*
Criticism and self-criticism
• *Promotion of free, creative and inductive thinking*

(3) SYLLABUS

The course is developed in 13 sections:
1. HISTORICAL REVIEW OF DEVELOPMENTAL PSYCHOLOGY
2. AIMS AND OBJECT OF DEVELOPMENTAL PSYCHOLOGY / PRINCIPLES OF INDIVIDUAL'S DEVELOPMENT COURSE
3. THEORETICAL MODELS OF DEVELOPMENT: CONCEPTUAL & METHODOLOGICAL APPROACHES
4. THE MATURATION MODEL
5. THE CONDUCT THEORY
6. THE PSYCHOANALYSIS THEORY
7. THE INDIVIDUAL THEORY
8. THE BIO-SOCIAL THEORY
9. THE COGNITIVE MODEL
10. INFANCY: COGNITIVE-MOTOR DEVELOPMENT / PSYCHO-EMOTIONAL LANGUAGE DEVELOPMENT / SOCIAL DEVELOPMENT
11. CHILDHOOD: Growth kinetics -GNOSTIKI / PSYCHO-EMOTIONAL LANGUAGE DEVELOPMENT / SOCIAL DEVELOPMENT
12. TEENAGE: KNOWLEDGE / PSYCHO-EMOTIONAL LANGUAGE DEVELOPMENT / SOCIAL DEVELOPMENT
13. ADULTHOOD / THIRD AGE: PSYCHO-EMOTIONAL / SOCIAL INTEGRATION

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face in the classroom

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ppt in teaching, use of Moodle platform in communication with students

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	*Semester workload*
	Lectures	26
	Interactive Teaching	13
	Presentation/Discussion of Educational film	20
	Writing work	30
	Personal Study and analysis of literature	36
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	I. Written final exam (60%) comprising: - Multiple-choice questions II. Individualized Projects (20%) III. Mid-term evaluation (20%) *Specifically defined evaluation criteria are given, and they are accessible to students in Moodle.*

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
1. Cole, M., & Cole, S. (2001). The development of children (Trans., M. Solman., Eds. Bamplekou, Z.) (Vol 2-3.), Athens Dardanos.
2. Feldman, R. (2009). Evolutionary Psychology. Lifelong development (Eds. Bezevegkis, The.) (Vol. 1-2) Athens, Gutenberg.
3. Shaffer, D.R. (2008). Developmental Psychology (Eds. Makri-Mpotsari, E.), Athens Hellin.
- Related academic journals:
- *Developmental Psychology: https://www.apa.org/pubs/journals/dev/*
- *Journal of Applied Developmental Psychology:* https://www.journals.elsevier.com/journal-of-applied-developmental-psychology
- *European Journal of Developmental Psychology:* https://www.tandfonline.com/toc/pedp20/current
- *British Journal of Developmental Psychology:* https://onlinelibrary.wiley.com/journal/2044835x.