## Course/Modul Description Card

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| To be completed by the Program Committee | Module name:  **CORE CURRICULUM COURSES** | | | | | | Module code: C | | |
| Course Title: **Developmental Psychology of the Human Life Span** | | | | | | Course code: C/11 | | |
| Organizational Unit Responsible for the Module:  **INSTITUTE OF PEDAGOGY AND LANGUAGES** | | | | | | | | |
| Field of study: **PSYCHOLOGY** | | | | | | | | |
| Module: **Educational and Developmental Psychology / Clinical and Health Psychology** | | | | | | | | |
| Form of study: **FULL-TIME** | | | Educational profile:  **PRACTICAL** | | | Level of study: **LONG-CYCLE MASTER’S DEGREE PROGRAMME** | | |
| Year / semester: **1st Year / 1st & 2nd Semester** | | | Module status:  **OBLIGATORY** | | | Language:  **POLISH/ENGLISH** | | |
| Form of classes | Lecture | Practice exercise | | Laboratory | Project | | Seminar | Others |
| Estimated hours | **30** | **45** | |  |  | |  |  |

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| Subject/module coordinator\* | PhD Łucja Bieleninik |
| Lecturer\* | PhD Łucja Bieleninik |
| Course objectives | The aim of the course is to describe and explain psychological changes across the human life span—from conception to death—in order to design and adapt educational and developmental interventions that support individuals with both typical and atypical developmental trajectories. |
| Entry requirements | - |

*\* A change of course coordinator and course leader is made by the Institute Director upon approval of the Vice-Rector for Education. The new course coordinator and course leader confirm that they have read the content of the course charter.*

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| **LEARNING OUTCOMES** | | |
| No. | Learning Outcome Description | Code |
| 01 | The student possesses advanced knowledge of the manifestations of developmental changes. | PS\_W05 |
| 02 | The student has in-depth and structured knowledge of the stages of human psychological development, with particular emphasis on developmental determinants, oriented toward practical application. | PS\_W05 |
| 03 | The student has advanced skills in analyzing and explaining the mechanisms of developmental change and is able to propose practical solutions to support the development of an individual or a group. | PS\_U04  PS\_U06 |
| 04 | The student is able to anticipate and identify practical consequences and potential applications of psychological knowledge about human development across the life span in specific professional contexts. | PS\_U06 |
| 05 | The student is ready to exercise caution and reserve when making judgments about the normative nature of human development. | PS\_K02  PS\_K05 |
| 06 | The student is ready to engage in dialogue; demonstrates sensitivity and openness to alternative conceptualizations of development. | PS\_K04 |

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| **PROGRAM** |
| **Lectures**  **Human Developmental Psychology Across the Life Span**   * **Subject and Scope of Developmental Psychology Research** * **Main Theoretical Approaches and Research Paradigms** * **Research Methods in Developmental Psychology**   **Methodological Issues in Developmental Research**   * **Research Strategies**: Longitudinal, Cross-sectional, and Cohort-sequential Approaches * **Specificity of Developmental Research in Different Life Phases** * **Methods and Techniques for Studying Developmental Changes in Childhood**   **Ethical Aspects of Child Development Research**   * **Ethical Standards in Research Involving Children** * **The Role of Consent and Informed Participation** * **Ethical Dilemmas and Ways to Resolve Them**   **Development as a Psychological Category**   * **The Concept of Developmental Change** * **The Issue of Continuity and Variability in Development** * **Models of Developmental Changes and Critical Periods** * **Specific Phenomena**: Acceleration, Retardation, Developmental Laws   **Factors Influencing Human Development**   * **Biological, Social, and Psychological Determinants of Development** * **W. Stern's Concept of Convergence** * **Developmental Models**: Tempo, Dynamics, Harmony * **Biological Determinants: The Heritability of Intelligence and Temperament** * **Research on the Influence of Biological and Cultural Factors**   **Selected Concepts of Psychological Development and Their Practical Significance**   * **Psychoanalytic Theories**: Freud's Psychosexual Theory, Erikson's Psychosocial Theory * **Attachment Theories**: Bowlby and Ainsworth * **Learning Theories**: Classical Conditioning (Pavlov), Operant Conditioning (Skinner), Social-Cognitive Theory (Bandura) * **Cognitive Theories**: Piaget's Stages of Cognitive Development * **Contemporary Approaches**: Vygotsky's Socio-Cultural Theory, Bronfenbrenner's Ecological Systems Theory * **Havighurst's Developmental Tasks Concept** * **Main Theories of Moral Development**: Piaget’s and Kohlberg’s Stages of Moral Development   **Intelligence and Its Development**   * **Concepts and Models of Intelligence Structure** * **Sternberg's Triarchic Theory of Intelligence** * **CHC Theory (Cattell-Horn-Carroll)** * **Gardner’s Theory of Multiple Intelligences** * **Genotype–Environment Model in Explaining Individual Differences**   **Psychological Concept of the Life Span According to Daniel Levinson**   * **Four Life Eras** * **Structure of Transitional and Stable Periods** * **The Importance of Developmental Stages in Adulthood** |
| **Practical Classes** |
| **The Division of Life into Developmental Stages**   * **Characteristics of Key Stages of Development, Socialization, and Education in Childhood, Adolescence, and Adulthood** * **Developmental Stages as Frameworks for Describing Physical, Cognitive, Social, and Emotional Changes**   **Prenatal Development**   * **Developmental Phases**: Zygote Phase, Embryonic Phase, Fetal Phase * **Key Milestones in Prenatal Development** * **Potential Disorders and Risk Factors**: Teratogenic Factors, Embryopathies, Fetopathies, Perinatal Encephalopathies * **Birth and Perinatal Environment**: The Importance of Birth Conditions and Possible Birth Complications   **Early Childhood (Infancy and Toddlerhood)**   * **Developmental Milestones in the First Three Years of Life** * **Neonatal Reflexes and Perception** * **Attachment Formation**: Basic Trust, Emotion Regulation, Attachment Figures, Behavior Modeling, Caregiver Sensitivity * **Development of the Concept of Self, Autonomy, and Self-Regulation** * **Physical and Motor Development** * **Speech and Communication Development** * **Social-Emotional and Cognitive Development** * **The Role of the Family and Social Environment in Shaping Psychological Functions**   **Preschool Age**   * **Developmental Milestones**: Motivation Development (Intrinsic vs Extrinsic), Goal-Oriented vs Process-Oriented, Development of Guilt and Autonomy * **Formation of Self-Awareness, Conscience, and Social Norms** * **Developmental Tasks and Educational Goals for Preschool Children** * **The Role of Parents, Educators, and Social Environment (Family, Preschool)** * **Motor Development, Gender Identification, Speech, Communication, and Thinking** * **Moral Development and Parenting Styles** * **Drawing Activities and Play as Forms of Expression and Learning**   **Early School Age**   * **Developmental Milestones**: Moral Autonomy, Cognitive Decentration, Goal-Oriented Behavior, School Readiness, Concrete Operations, Development of Logical Memory, Mastery of Written Language * **Key Changes in Cognitive, Emotional, and Social Functioning** * **Changes in the Forms of Activity and Communication with the Environment**   **Middle School Age**   * **Developmental Milestones**: Deductive and Inductive Logic, Development of Metamemory, Conventional Morality, Sense of Competence, Self-Esteem, Group Identity, Category Capacity Principle * **Changes in Activity, Behavior, and Social Relationships** * **Cognitive and Emotional Development in the Context of the School and Peer Environment**   **Early Adolescence**   * **Developmental Milestones in Adolescence**: Pubertal Growth Spurt, Emotional Lability, Ambivalence, Development of Hypothetical-Deductive Thinking, Early Stages of Identity Formation * **Risk Factors and Difficulties During Adolescence** * **The Issue of Rebellion, Identity Diffusion, Need for Autonomy** * **Psychosocial Identity Development and Antisocial Behavior**   **Late Adolescence**   * **Key Developmental Changes**: Psychosocial Maturation, Rumination Exploration, Formation of Pre-intimate Relationships * **Characteristics of the Period**: Cognitive Idealism, Postformal Thinking, Future-Oriented, Risky Behaviors, Identity Exploration * **Identity Statuses According to James Marcia** * **Late Adolescence as a Transitional Period to Adulthood**   **Adulthood (Early, Middle, Late)**   * **Indicators of transitioning into adulthood: biological, social, and psychological** * **The concept of emerging adulthood according to Jeffrey Arnett ("emerging adulthood")** * **Changes in cognitive, professional, and emotional processes** * **Career path selection and forming relationships.**   **Old Age**   * **Positive and negative aspects of old age** * **Biological theories of aging** * **Elements of successful aging according to John Rowe and Robert Kahn** * **Changes in social contacts and personality (Empty Nest Syndrome, burnout, the phenomenon of "boomerang kids")** * **The significance of death throughout life.** * **Stages of dying according to Kübler-Ross.** * **Grief experience.** |
| Laboratory |
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| Project |
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| **Seminar** |
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| **Others** |
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| Basic literature\* | * Schaffer R. (2017). *Psychologia dziecka*. Warszawa: Wydawnictwo Naukowe PWN. * Trempała J. (red.) (2017). *Psychologia rozwoju człowieka*. Warszawa: Wydawnictwo Naukowe PWN. * Bee H. (2004). *Psychologia rozwoju człowieka*. Poznań: Wyd. Zysk i S-ka. |
| Supplementary literature\* | * Kübler-Ross E. (1998). *Rozmowy o śmierci i umieraniu.* Poznań: Media. Rodzina. * Oleszkowicz A. (2006). *Bunt młodzieńczy. Uwarunkowania. Formy. Skutki*. Warszawa: Wyd. Nauk. Scholar. * Szuman S. (1990). *Sztuka dziecka. Psychologia twórczości rysunkowej dziecka*. Warszawa: WSiP. * Piaget J. (2006). *Studia z psychologii dziecka*. Warszawa: Wydawnictwo Naukowe PWN. * Piaget, J. (2006). *Jak sobie dziecko wyobraża świat*. Warszawa: Wydawnictwo Naukowe PWN. * Steuden S. (2014). *Psychologia starzenia się i starości*. Warszawa: Wydawnictwo Naukowe PWN. |
| Teaching methods | * Lecture with multimedia presentation * Exercises with the use of discussions * Analysis of specific topics based on literature * Case study analysis |
| Distance learning methods | Project-based method using remote audiovisual techniques, work on educational platforms, e.g., MS Teams, Moodle |

\* *The literature may be changed after approval of the Director of the Institute*

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| Verification method | | Related learning outcomes |
| Active participation, contributions during classes, individual and group work. | | 01, 02, 05 |
| Problem situation analysis, case study analysis. | | 01, 03, 04, 06 |
| Preparation of a presentation on a given topic | | 01, 02, 04 |
| Assesment methods and conditions |  Final Assessment: Written examination   Coursework Assessment:   * Evaluation of a topic-based presentation * Completion test | |

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| **STUDENT WORKLOAD** | | | |
| Type of activity | Estimated hours | | |
| Total | Including activities related to practical professional training | Including participation in classes conducted using distance learning methods and techniques |
| Participation in lectures | 30 | - | 15 |
| Independent study | 20 | - |  |
| Participation  in practical classes/workshops/seminars | 45 | 25 |  |
| Preparation for classes | 25 | 10 |  |
| Project/essay preaparation | 25 | 10 |  |
| Exam or assessment preparation | 25 | 10 |  |
| Consultations | 3 |  | 3 |
| Other |  |  |  |
| **TOTAL student workload** | 175 | 65 | 18 |
| Number of ECTS credits for the course | **7** | | |
| ECTS credits for practical activities | **2,6** | | |
| ECTS credits for distance learning activities: | **0,7** | | |
| ECTS credits for direct academic contact hours | **3,8** | | |