

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE LEVEL		
COURSE CODE	PSY-2301	SEMESTER	3 rd
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY II		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures and DVD presentations	3	6	
COURSE TYPE	Scientific Area (compulsory)		
PREREQUISITE COURSES:	Developmental Psychology I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (personal study and assignment under the supervision of the academic staff in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=355		

(2) LEARNING OUTCOMES

Learning outcomes
<p><i>This series of lectures continues Developmental Psychology I and focuses on the development from adolescence to late adulthood and death. In particular, the aim of this course is the acquirement of specific knowledge related to all levels of development (physical, cognitive, socio-emotional) in the course of adolescence, early, middle and late adulthood. In addition, this course aims to extent our understanding of variability in development according to gender and culture.</i></p> <p>After the completion of this course, it is expected that students:</p> <ul style="list-style-type: none"> • Have been exposed and understood basic traditional and modern theories of development with emphasis on age levels under study, • Have defined the basic psychological functions of each age level from adolescence to late adulthood, • Have identified the processes involved in the development of identity, • Have recognized the variability of life experiences in the formation of adolescence psychology, psychology in early, middle and late adulthood with special references to the effect of gender and culture.
General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology,
- Production of new research ideas,
- Respect for difference and multiculturalism,
- Showing social, professional and ethical responsibility and sensitivity to gender issues,
- Criticism and self-criticism,
- Production of free, creative and inductive thinking.

(3) SYLLABUS

1. Adolescence [physical and cognitive development, dangers threatening adolescents, variability in development, social development and the development of personality (identity, interpersonal relationships: family and friends, sexual behavior)],
2. Early adulthood [physical and cognitive development, variability in development, interpersonal relationships (familiarity and love in early adulthood)],
3. Middle adulthood (physical and cognitive development, health, variability in development, the development of personality, interpersonal relationships, profession and free time),
4. Late adulthood (physical and cognitive development, health, the development of personality and aging, variability in development, daily life, interpersonal relationships in late adulthood),
5. Death (the way to death and death in certain age levels, coping with death, death and bereavement).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face in classroom		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching Use of electronic platform e-learn in support of the educational process		
TEACHING METHODS	<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credits</i>
	Lectures	39 hours	1,56
	Independent study for Test A	35 hours	1,40
	Independent study for Test B	35 hours	1,40
	Independent study for final written examination	40 hours	1,60
	Participation in Test A	1 hour	0,04
	Participation in Test B	1 hour	0,04
	Participation in final written examination	1 hour	0,04

	<i>Course Total</i>	<i>152</i>	<i>6, 08</i>
STUDENT PERFORMANCE EVALUATION	<p>Student evaluation is in Greek language and for Erasmus students in English.</p> <p>I. Final written examination (70% of final grade) which includes:</p> <ul style="list-style-type: none"> - Multiple-choice questions, - Short-answer questions, - Open-ended questions. <p>II. Two Progress Tests (15% of the final grade each). Each test includes:</p> <ul style="list-style-type: none"> -Multiple-choice questions, - Short-answer questions, - Open-ended questions. <p>III. Public presentation/oral examination (for voluntary assignment, bonus up to 1 grade)</p> <p>Evaluation criteria are accessible to students via the web-site of course on the UoC e-learn platform.</p>		

(5) ATTACHED BIBLIOGRAPHY

- Suggested Bibliography:

1. Coleman, J.C. (2013). *Psychology of Adolescence* (Editor in Greek: H.G. Besevengis). Athens: Gutenberg.
2. Craig, G. J., Baucum, D. (2008). *Human Development* (Editor in Greek: P. Vorria). Athens: Papazisis Publishers.
3. Feldman, R.S. (2009). *Developmental Psychology: Life Span Development* (Editor in Greek: H. G. Besevengis). Athens: Gutenberg.
4. Lightfoot, C., Cole, M., & Cole, S. R. (2014). *Children's Development* (Editor in Greek: Z. Bablekou, Translation: M. Koulentianou). Athens: Gutenberg.
5. Κωσταρίδου-Ευκλείδη, Α. (2011). *Topics of Geropsychology and Gerontology*. Athens: Pedio Publishers.

- Related Academic Journals:

- Developmental Psychology,
- Child Development,
- Social Development,
- International Journal of Aging & Human Development,
- Journal of Developmental Psychology,
- European Journal of Developmental Psychology,
- Ageing International,
- Psychology and Aging,

- Age and Ageing