

COURSE OUTLINE

1. GENERAL INFORMATION

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSY-2201	SEMESTER OF STUDIES	3rd
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>If ECTS credits are awarded to distinct parts of the course (e.g., lectures, labs, etc.), indicate the weekly teaching parts and the ECTS for each part. If ECTS credits are awarded as a whole for the course, indicate the weekly teaching hours and the total ECTS credits.</i>		WEEKLY TEACHING HOURS	ECTS CREDITS
Lectures		3	6
<i>Add rows if needed. The teaching organization and teaching methods used are described in detail in section 4.</i>			
COURSE TYPE <i>Foundation, General Knowledge, Scientific Area, Skills Development</i>	Foundation (Compulsory/Mandatory)		
PREREQUISITE COURSES:	Developmental Psychology I		
LANGUAGE OF INSTRUCTION AND EXAMS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with an assignment and independent study; exams in English)		
COURSE WEBPAGE (URL)	https://elearn.uoc.gr/course/view.php?id=3862		

2. LEARNING OUTCOMES

Learning Outcomes

Describe the course learning outcomes—i.e., the specific knowledge, skills, and competences of an appropriate level that students will acquire after successfully completing the course.

See Appendix A

- Description of the level of learning outcomes for each cycle of studies according to the Qualifications Framework of the European Higher Education Area
- Level descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Concise guide to writing learning outcomes

This course is a continuation of Developmental Psychology I. The aim of the course is to recognize

diversity in development during adolescence and early, middle, and late adulthood as a result of the interaction between life experiences and biological processes. In addition, the course aims to help students understand differences in development in relation to gender as well as culture.

Connection to core knowledge acquired from other courses:

This course builds on knowledge acquired in the prerequisite compulsory/mandatory course Developmental Psychology I. In particular, the course content draws on knowledge of biological/physical, cognitive, emotional, and social development during earlier developmental stages, as well as on methodological knowledge in Developmental Psychology.

During the course, the student is expected to:

- Be exposed to and understand traditional and contemporary theories of development, with an emphasis on the age groups studied;
- Understand the factors that interact and shape development during adolescence and early, middle, and late adulthood;
- Understand developmental processes in the domains of physical/biological, cognitive, social, and emotional development.

General Competences	
<p><i>Considering the general competences that a graduate should have acquired (as listed in the Diploma Supplement and shown below), which of these does the course aim to develop?</i></p>	
<p><i>Searching for, analyzing, and synthesizing data and information, using the necessary technologies</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Independent work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Generating new research ideas</i></p>	<p><i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Respect for the natural environment</i> <i>Demonstrating social, professional, and ethical responsibility, and sensitivity to gender issues</i> <i>Exercising criticism and self-criticism</i> <i>Promoting free, creative, and inductive thinking</i></p>
<ul style="list-style-type: none"> • Searching for, analyzing, and synthesizing data and information, using the necessary technologies. • Generating new research ideas • Respect for diversity and multiculturalism. • Demonstrating social, professional, and ethical responsibility, and sensitivity to gender issues. • Exercising criticism and self-criticism • Promoting free, creative, and inductive thinking. 	

3. COURSE CONTENT

The course content is connected to the five core pillars of the curriculum: Scientific foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication skills [4], and Basic preparation for career decisions and employability [5]. Specifically, the course units are as follows:

1. Week 1 – Adolescence: definition of adolescence, physical development, risks threatening adolescents [1, 2, 3, 4]
2. Week 2 – Adolescence: cognitive development, adolescent thinking, sexual development [1, 2, 3]
3. Week 3 – Adolescence: psychosocial development [1, 2, 3, 4]
4. Week 4 – Adolescence: personality development and interpersonal relationships [1, 2, 3, 4]
5. Week 5 – Emerging adulthood: models for studying development and cognitive development [1, 2, 3]

6. Week 6 – Emerging adulthood: physical and sexual development [1, 2, 3, 4]
7. Week 7 – Emerging adulthood: sexual development and sexual orientation; social development; personality development [1, 2, 3, 4]
8. Week 8 – Emerging adulthood: intimate relationships; career path [1, 2, 3, 4, 5]
9. Week 9 – Middle adulthood: physical and cognitive development [1, 2, 3]
10. Week 10 – Middle adulthood: emotional and social development [1, 2, 3]
11. Week 11 – Late adulthood: physical and cognitive development [1, 2, 3]
12. Week 12 – Late adulthood: emotional and social development [1, 2, 3]
13. Week 13 – Review [1, 2, 3, 4, 5]

4. TEACHING & LEARNING METHODS – ASSESSMENT

INSTRUCTION METHOD	In class (face-to-face)		
INFORMATION AND COMMUNICATION TECHNOLOGIES USED	Powerpoint presentations; video projections in class; use of e-Learn platform.		
TEACHING ORGANIZATION	Activity	Semester workload (hours)	ECTS
	Lectures	39	1,56
	Self-study for mid-term exam	70	2,80
	Participation in the mid-term exam	2	0,08
	Self-study for final exam	40	1,60
	Participation in the final exam	1	0,04
	Course total (25 hours workload per ECTS unit)	152	6,08
STUDENT EVALUATION	<p>The evaluation is conducted in Greek. For Erasmus students, it is conducted in English.</p> <ol style="list-style-type: none"> 1. Written final exam (85% of the total grade) which includes: <ul style="list-style-type: none"> • Multiple choice questions, • True/false questions, • Short free-text response questions. 2. Mid-term exam (15% of the total grade) which includes: <ul style="list-style-type: none"> • Multiple choice questions, • True/false questions, • Short free-text response questions. 		

5. BIBLIOGRAPHY-RECOMMENDED READING

1. Feldman, R.S. (2023). Development Across the Lifespan. Pearson, US.
2. Dunn, W. L., & Craig, G. J. (2021). Understanding Human Development. Pearson, US.

Related Scientific Journals (Indicative):

- Journal of Child Psychology and Psychiatry
- Developmental Psychology
- Journal of Youth and Adolescence
- Child Development
- Social Development
- International Journal of Ageing & Human Development
- Journal of Developmental Psychology
- European Journal of Developmental Psychology
- Ageing international
- Psychology and Ageing