

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | SCHOOL OF SOCIAL SCIENCES | | |
| ACADEMIC UNIT | PSYCHOLOGY | | |
| LEVEL OF STUDIES | UNDERGRADUATE | | |
| COURSE CODE | ΨX3216 | SEMESTER | 5 th |
| COURSE TITLE | ISSUES OF INFANT DEVELOPMENT | | |
| INDEPENDENT TEACHING ACTIVITIES <i>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</i> | | WEEKLY TEACHING HOURS | CREDITS |
| Lectures | | 3 | 6 |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Skills Development (seminar) | | |
| PREREQUISITE COURSES: | Methodology of Scientific Research in Social Sciences and Developmental Psychology I | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek language | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | No | | |
| COURSE WEBSITE (URL) | https://elearn.uoc.gr/course/view.php?id=6698 | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The main aim of the seminar is to deepen students' understanding of issues related to aspects of infant development that were initially discussed in the course Developmental Psychology I. More specifically, the seminar aims to provide specialized knowledge that will enable students to identify the diversity of experiences shaping development during infancy, as these arise from the interaction between genetic and environmental factors.</p> <p>In particular, upon completion of the seminar, students are expected to:</p> <ul style="list-style-type: none"> • have understood traditional and contemporary theories of development, with an emphasis on infancy, • have understood infants' innate communicative abilities, as evidenced by contemporary empirical findings, |
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- have identified the diversity of experiences that shape development during infancy across different cultures,
- have become familiar with complex empirical data examining how an infant’s gender as well as birth order within the family are among the factors that influence later development,
- have understood the distinct as well as complementary influence that Significant Others (mother, father, siblings, grandparents) can have on infant development,
- have understood the importance of the quality of early interaction experiences for later development.

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?

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

- 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,
- Working independently,
- Criticism and self-criticism,
- Production of free, creative and inductive thought.

(3) SYLLABUS

The course content is linked 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 Professional Development [5]** (next to each topic/week, the connection to these core pillars is indicated).

Week 1: Contemporary approaches in Developmental Psychology to infant development (instructor presentation) [1, 2, 3, 4, 5]

Week 2: Contemporary approaches in Developmental Psychology to infant development (instructor presentation) [1, 2, 3, 4, 5]

Week 3: Traditional and contemporary theories of infant development (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 4: The role/position of the father in infant development (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 5: Dynamics in the interaction between newborns/infants and Significant Others / Emotion and emotional attunement in infant–Significant Other interaction (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 6: The development of twin infants – The development of infants from multiple pregnancies (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

Week 7: The development of high-risk infants – The development of preterm infants (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 8: The influence of gender, birth order, and cultural context on infant development (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 9: Play in infant–Significant Other interaction (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 10: Maternal and paternal postpartum depression: Its impact on infant development (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 11: The impact of poverty on infant development (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 12: Assisted reproductive methods: psychological and ethical issues and their impact on infant development (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]
Week 13: Adoption, foster care, and the development of infants in same-sex parent families (student presentations, peer and instructor feedback) [1, 2, 3, 4, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

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| <p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p> | Face-to-face in classroom | | |
| <p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p> | Use of ICT in teaching, Use of electronic platform e-learn in support of the educational process | | |
| <p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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.</i></p> <p><i>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</i></p> | <p>Activity</p> | <p>Semester Work load</p> | <p>ECTS credits</p> |
| | Lectures | 6 hours | 0,24 |
| | Independent study for Presentation A | 25 hours | 1,0 |
| | Independent study for Presentation B | 35 hours | 1,4 |
| | Participation in oral presentation | 33 hours | 1,32 |
| | Independent study and writing of the final assignment | 45 hours | 1,8 |
| | Participation in oral examination | 1 hour | 0,04 |
| | Course Total | 145 | 5,8 |
| <p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving,</i></p> | <p>Assessment is conducted in the Greek language.</p> <p>I. Two oral presentations in class (each accounts for 20% of the final grade). II. Written assignment (40% of the final grade). III. Oral examination (20% of the final grade).</p> | | |

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| <p>written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p> | <p>The assessment criteria are accessible to students through the course's online page hosted on the e-learn platform.</p> |
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(5) ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

1. Cole, M., & Cole, S. R. (2000). *Η ανάπτυξη των παιδιών: Η αρχή της ζωής: εγκυμοσύνη, τοκετός, βρεφική ηλικία* (Α τόμος) (Μετάφραση: Μ. Σόλμαν, Επιμέλεια: Ζ. Παπαληγούρα και Π. Βορριά). Αθήνα: Τυπωθήτω.
2. Feldman, R.S. (2009). *Εξελικτική Ψυχολογία: Δια βίου ανάπτυξη* (Επιστημονική Επιμέλεια Ηλίας Γ. Μπεζεβέγκης). Αθήνα: Τυπωθήτω.
3. Bremner, G., Slater, A., & Butterworth, G. (2012). *Η Ανάπτυξη των Βρεφών: Πρόσφατες Εξελίξεις* (Μετ. - Επιστημονική Επιμέλεια Χ. Παπαηλιού). Αθήνα: Εκδόσεις Παπαζήση.

Άρθρα σε Επιστημονικά Περιοδικά (ενδεικτικά)

4. Cooper, R.P. & Aslin, R. N. (1990). Preference for Infant-Directed Speech in the First Month after Birth. *Child Development*, 61(5), 1584-1595.
5. Stern, D. (1971). A micro-analysis of mother-infant interaction: Behavior regulating social contact between a mother and her 31/2 month-old twins. *Journal of American Academy of Child Psychiatry*, 10(3), 501-517.
6. Minde, K., Whitelaw, A., Brown, J., Fitzhardinge, P. (2008). Effect of neonatal complications in premature infants on early parent-infant interactions. *Developmental Medicine & Child Neurology*, 25(6), 763-777.
7. Engle, P.L., Black, M.M. (2008). The Effect of Poverty on Child Development and Educational Outcomes. *Annals of the New York Academy of Sciences*, 1136, 243-256.

Selected articles from the following scientific journals: *Developmental Psychology*, *Child Development*, *Journal of Affective Disorders*, *British Journal of Psychiatry*, *Journal of Health Care for the Poor and Underserved*, *Infant Behavior and Development*, *Infant and Child Development*, *Infancy*, *Infant Mental Health*, *Social Development*, etc.