

**MSc Applied Psychology**

**2020-21 Academic Year**

**Course Outline**

**Core Course Title: Developmental Psychology**

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| **Course Category: PS511 Schedule of Offering: 1st Semester**  **Course Credit Structure: 4 Credits**  **Lecture: 4 Hours per week**  **Contact Hours per week: 4 Hours per week**  **Course Instructor: Sreevalsa Kumar, PhD, Professor of Psychology** |

1. **Introduction:**

This course is aimed at providing the learners with an overview of developmental aspects of human mind and body. The course focuses on processes of change in individuals and groups across lifespan. Topics of interest include: developmental theories, patterns of development in physical, motor, cognitive and psychosocial domains within and between individuals.

1. **Course Objectives :**

After completing the course, the students will be able to:

1. Understand the basic concepts, issues and debates in the field of developmental psychology.
2. Discuss human development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.
3. Comprehend human development as progressing through different stages.
4. Design effective interventions of different types for various groups based on their developmental stage.
5. **Pre-requisites:**

Registration as student in M. Sc. Applied Psychology program.

1. **References:**

Hurlock, E.B. (2016). *Developmental psychology- a life span approach*. New Delhi: Tata McGraw Hill.

Berk, L.C. (2008). *Child development*. New Delhi: Prentice Hall India.

Feldman, R.S. (2016). *Development across the life span* (8th Ed). New Delhi: Pearson.

Papalia, D.E., Olds S.W., & Feldman, R.D. (2004). *Human development*. New Delhi: Tata McGraw Hill.

Irving B. W., Lerner, R, M. Easterbrooks, A., & Mistry, J. (2012). *Handbook of psychology, developmental psychology*. New York: John Wiley & Sons.

Steinberg, L., Bornstein, M.H., Vandell, D. L., & Rook, K.S. (2010). *Life-span development: infancy through adulthood*. New York: Cengage Learning.

1. **Module-wise topics:**

**Module 1: Introduction to Developmental Psychology (10 hrs.)**

* Concept of human development: domains and periods of lifespan development.
* Principles of human development
* Historical foundations: Mid-Twentieth century theories; Recent theoretical perspectives; Overview of theories of development
* Research in developmental psychology: methods and designs

**Readings**:

Berk, L.C. (2008). *Child development*. New Delhi: Prentice Hall India.

Feldman, R.S. (2016). *Development across the life span* (8th Ed). New Delhi: Pearson.

Papalia, D.E., Olds S.W., & Feldman, R.D. (2004). *Human development*. New Delhi: Tata McGraw Hill.

Hurlock, E.B. (2016). *Developmental psychology- a life span approach*. New Delhi: Tata McGraw Hill.

**Module 2: Physical Development up to adulthood (10 hrs.)**

**Topics:**

* Genetic foundations; prenatal development; prenatal environment; childbirth, approaches; heredity, environment and behavior
* Infancy: motor and perceptual development
* Physical growth:– the course of growth, brain development, puberty and its psychological impact

**Readings**:

Berk, L.C. (2008). *Child development*. New Delhi: Prentice Hall India.

Feldman, R.S. (2016). *Development across the life span* (8th Ed). New Delhi: Pearson.

Papalia, D.E., Olds S.W., & Feldman, R.D. (2004). *Human development*. New Delhi: Tata McGraw Hill.

Steinberg, L., Bornstein, M.H., Vandell, D. L., & Rook, K.S. (2010). *Life-span development: infancy through adulthood*. New York: Cengage Learning.

**Module 3: Cognitive and Language Development up to adulthood (10 hrs.)**

**Topics:**

* Piaget’s cognitive-developmental theory
* Vygotsky’s Sociocultural theory
* Information processing theory: developmental approaches
* Language development: components of language, various stages, metalinguistic awareness and bilingualism.

**Readings**:

Berk, L.C. (2008). *Child development*. New Delhi: Prentice Hall India.

Feldman, R.S. (2016). *Development across the life span* (8th Ed). New Delhi: Pearson.

Papalia, D.E., Olds S.W., & Feldman, R.D. (2004). *Human development*. New Delhi: Tata McGraw Hill.

**Module 4: Emotional, Social and Moral Development (10 hrs.)**

**Topics:**

* Emotional development: functions of emotions, emotional expression, temperament, attachment.
* Identity and Social development: self-concept, self-esteem, identity, understanding others, social problem-solving.
* Moral development: psychoanalytic theory, social learning theory, Piaget’s theory, Kohlberg’s theory, Carol Gilligan theory of moral development.

**Readings**:

Berk, L.C. (2008). *Child development*. New Delhi: Prentice Hall India.

Feldman, R.S. (2016). *Development across the life span* (8th Ed). New Delhi: Pearson.

Papalia, D.E., Olds S.W., & Feldman, R.D. (2004). *Human development*. New Delhi: Tata McGraw Hill.

**Module 5: Development in Early, Late and Middle Adulthood (10 hrs.)**

**Topics:**

* Early adulthood: physical, cognitive and psychosocial development
* Middle adulthood: physical, cognitive and psychosocial development
* Late adulthood: physical, cognitive and psychosocial development
* Aging and impairments
* Bereavement and death

**Readings**:

Berk, L.C. (2008). *Child development*. New Delhi: Prentice Hall India.

Feldman, R.S. (2016). *Development across the life span* (8th Ed). New Delhi: Pearson.

Papalia, D.E., Olds S.W., & Feldman, R.D. (2004). *Human development*. New Delhi: Tata McGraw Hill.

**Module 6: Application of developmental psychology in various fields (10 hrs.)**

**Topics:**

* Developmental clinical psychology
* Educational/ school psychology and developmental psychology
* Forensic developmental psychology
* Applied developmental psychology in health
* Applied developmental psychology in industrial psychology
* Technology and human development.

**Readings:**

Irving B. W., Lerner, R, M. Easterbrooks, A., & Mistry, J. (2012). *Handbook of psychology, developmental psychology*. New York: John Wiley & Sons.

1. **Pedagogy**

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments in the form of behavioural assessments, behavioural intervention plan development, etc. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

1. **Evaluation Pattern**

Both formative (periodic assignments and projects) and summative (mid semester and final examinations) evaluation will be used.

The breakdown of the evaluation shall be as follows.

Class Participation and Attendance …………………………… 5%

Term Paper ……………………………… 10%

Individual Assignment (including Presentations) …..…………. 10%

Group Assignments (including Presentation) ....………………. 5%

Mid semester Examination …………………………………… 20%

Final Examination .……………………………. 50%

Total ……………………………………………………….. 100%

Note: **If you have any special need(s) or condition which can influence the learning and teaching process, the instructor would be happy to have a word with you in person with total confidentiality.**

**WISH YOU ALL A WONDERFUL LEARNING EXPERIENCE!**