

Course title	Child and Adolescent Development				
Course code	PSY13##				
Course type	Lecture				
Level	Undergraduate				
Year / Semester	Year 3				
Teacher's name	Markella Grigoriou				
ECTS	7.5	Lectures / week	1	Laboratories / week	0
Course purpose and objectives	<p>Students will gain a thorough understanding of the physical, cognitive, emotional, and social development processes that take place from infancy through adolescence in this course. Students will learn about the elements that influence young people's growth and behavior through studying the ideas, scientific discoveries, and practical applications of child and adolescent development. In order to work effectively with children and adolescents in a variety of contexts, including educational, clinical, and social settings, this course seeks to give students the information and skills they need.</p>				
Learning outcomes	<p>The following learning outcomes are expected, where students will:</p> <ol style="list-style-type: none"> 1. Be able to discuss the main ideas, tenets, and consequences of a variety of developmental theories as they relate to understanding child and adolescent behavior. 2. Correctly identify and describe the significant physical, cognitive, emotional, and social milestones that take place at various phases of a child's and teenage development. 3. Examine and evaluate the effects of genetic, environmental, cultural, and socioeconomic factors on children's and teenagers' development. 4. Comprehend and articulate the roles that temperament, attachment, and resilience play in the development and behavior of individuals. 5. Have a better understanding of how family relationships, dynamics, and parenting practices influence a child's growth and wellbeing. 6. Understand how peer relationships, educational settings, and broader society influences influence adolescent identity, behaviors, and decisions. 7. Put their knowledge of child and adolescent development into practice by creating age-appropriate educational activities, giving parents useful advice, and putting developmental interventions into action. 8. Exhibit an understanding of ethical issues that should be taken into account while working with children and adolescents, including respecting their autonomy, privacy, and cultural heritage. 				

	<p>9. Use proper vocabulary and concise explanations, to successfully communicate about concepts, theories, and research findings related to child and adolescent development.</p> <p>10. Practice critical thinking by analyzing research studies, interpreting findings, and drawing well-informed conclusions about the significance of developmental research.</p> <p>11. Assess how digital technologies affect young children's and adolescents' development.</p> <p>12. Work well with others in groups to debate, complete, or analyze cases pertaining to child and adolescent development.</p> <p>13. Promote self-awareness and an open-minded viewpoint, students will consider their individual biases and views surrounding child and adolescent development</p>		
Prerequisites	No	Required	No
Course content	<p>Students will gain a thorough understanding of the physical, cognitive, emotional, and social development processes that take place from infancy through adolescence in this course. Students will learn about the elements that influence young people's growth and behavior through studying the ideas, scientific discoveries, and practical applications of child and adolescent development. In order to work effectively with children and adolescents in a variety of contexts, including educational, clinical, and social settings, this course seeks to give students the information and skills they need.</p> <p>Week 1: Introduction to Child and Adolescent Development</p> <p>Week 2: Biological Foundations of Development</p> <p>Week 3: Cognitive Development</p> <p>Week 4: Social and Emotional Development</p> <p>Week 5: Early Childhood Development</p> <p>Week 6: Middle Childhood Development</p> <p>Week 7: Adolescence and Identity</p> <p>Week 8: Social and Cultural Influences</p> <p>Week 9: Technology and Development</p> <p>Week 10: Developmental Challenges and Interventions</p> <p>Week 11: Ethical Considerations in Child Development</p> <p>Week 12: Applying Developmental Knowledge</p> <p>Week 13: Contemporary Issues in Child and Adolescent Development</p>		

	Week 14: Future Directions in Developmental Psychology
Teaching methodology	Lecture
Bibliography	<ol style="list-style-type: none"> 1. Berk, L. E. (2019). Child Development. Pearson. 2. Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press. 3. Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). Patterns of Attachment: A Psychological Study of the Strange Situation. Psychology Press. 4. Erikson, E. H. (1968). Identity: Youth and Crisis. W. W. Norton & Company. 5. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press. 6. Bandura, A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Prentice-Hall. 7. American Psychological Association (APA) - Division 7: Developmental Psychology.
Assessment	<ol style="list-style-type: none"> 1. Midterm & Final Exam (30% & 30%): Mid-term and final exams will be conducted covering the entire course. Both exams will include multiple-choice, short-answer, and essay questions. 2. Group assignment and presentation (20%): Assign group projects that involve in-depth research and presentation on specific developmental themes, theories, or issues, guided by real-case scenarios provided by the lecturer. 3. Individual assignments (10%): Assign research papers that require students to delve into specific developmental topics, review relevant research, and critically analyze findings. 4. Presence & Participation (10%): Students should be present and actively participate in in-class discussions.
Language	Greek