

SYLLABUS

1. Program details

1.1 Higher education institution	West University of Timișoara
1.2 Faculty / Department	Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor's degree
1.6 Study program / Qualification	Psychology – Cognitive Sciences

2. Discipline details

2.1 Discipline name	Developmental Psychology						
2.2 Tenured teacher - lecture activities	Larisa-Maria DINA, Ph.D. Candidate						
2.3 Tenured teacher – seminar / laboratory activities	Larisa-Maria DINA, Ph.D. Candidate						
2.4 Study year	II	2.5 Semester	I	2.6 Type of assessment	E/A	2.7 Discipline regime	DO
2.9 Google Classroom code	m7aa4tdb						

3. Estimated total time (hours per semester) of teaching activities

3.1 Number of hours per semester	4	Of which: 3.2 lecture	2	3.3 seminar/laboratory	2
3.4 Total hours from the curriculum	56	Of which: 3.5 lecture	28	3.6 seminar/laboratory	28
Time fund distribution:					hours
Study based on the textbook, lecture material, bibliography, and notes					20
Additional documentation in the library, on specialist electronic platforms / in the field					20
Preparing seminars/labs, homework, papers, portfolios, and essays					23
Tutoring					-
Examinations					3
Other activities					3
3.7 Total hours of individual study	63				
3.8 Total hours per semester	125				
3.9 Number of credits (ECTS)	5				

4. Prerequisites (where necessary)

4.1 for curriculum	• Not applicable
4.2 for competencies	• Not applicable

5. Conditions (where necessary)

5.1 for conducting the lecture	• At least 50% presence in class
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5.2 for conducting the seminar/laboratory	<ul style="list-style-type: none"> At least 75% presence in class
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6. Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes

Knowledge	<p>The student/graduate will be able to:</p> <ul style="list-style-type: none"> Understand and describe the main theoretical views in developmental psychology Describe social and cognitive development and their biological underpinnings Understand and describe the nature of common developmental disorders Describe the key features of family and community influences on child development
Skills	<p>The student/graduate will be able to:</p> <ul style="list-style-type: none"> Analyse and interpret empirical data, as well as engage in critical and constructive evaluation Apply information learned throughout the module Identify key problems for psychological research and practice Build a critical argument, evaluate scientific evidence, use generative AI in compliance with academic integrity regulations
Responsibility and autonomy	<p>The student/graduate will be able to:</p> <ul style="list-style-type: none"> Conduct independent work (with minimal guidance) to engage in critical reading and writing, including evaluation and analysis of the relevant scientific literature Engage in independent study and development of learning strategies

7. Contents

7.1 Lecture	Teaching methods	Observations
1.Introduction to Developmental Psychology	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 1, 'Developmental Psychology: Themes and Contexts', pp. 1-13.
2. Key Themes in Developmental Psychology	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 1, 'Developmental Psychology: Themes and Contexts', pp. 1-13.
3. Main Theories in Developmental Psychology	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 2, 'Theories in Developmental Psychology', pp. 13-33.
4. Research Methods in Developmental Psychology	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 3, 'Research Methods in Developmental Psychology', pp. 33-57.

5. The Biology of Development: Genes and Environment	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 5, 'The Biology of Development: Genes, nervous system, brain and environment', pp. 94-128.
6. Prenatal Development	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 4, 'Physical development: Growing a body', pp. 58-64.
7. Physical Development: Growing a body	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 4, 'Physical development: Growing a body', pp. 64-95.
8. Emotional Development and Attachment Theories	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 7, 'Emotional Development and Attachment', pp. 166-205.
9. Cognitive Development Intelligence, Achievement and Learning	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 9, 'Cognitive Development: Origins of Knowledge', pp. 239-285.
10. Atypical Development	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 7, 'Atypical Development with Alice Jones', pp. 451-478.
11. Language and Communication	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 9, 'Language and Communication', pp. 205-239.
12. Parents, Peers and Social Relations	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 12, 'Parents, Peers and Social Relations', pp. 359-391.
13. Social Identities and Roles	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 13, 'Social identities: Gender, Gender Roles and Ethnicity', pp. 391-417.

A comentat [LD1]: I switched cog development and atypical development so that the lecture on cog development would align with the seminar

14. Development across the lifespan and aging	Lecture, conversation, presentation, explaining, debate	Leman., P., Bremner, A., (2019), Developmental Psychology, McGral Hill Education. Chapter 12, 'Development in adulthood', pp. 458-508.
7.2 Seminar / laboratory	Teaching methods	Observations
1. Representation in Developmental Psychology	Critical reading, critical evaluation, group discussion	Draper, C. E., Barnett, L. M., Cook, C. J., Cuartas, J. A., Howard, S. J., McCoy, D. C., ... & Yousafzai, A. K. (2022). Publishing child development research from around the world: An unfair playing field resulting in most of the world's child population under-represented in research. <i>Infant and Child Development</i> , e2375.
2. Life course perspective on Developmental Psychology	Critical evaluation, group discussion	<i>Up Series</i> is a series of documentary films that have followed the lives of fourteen British children since 1964 (when they were 7 years old). This series is a good introduction to a life course perspective on developmental psychology, as students will be watching people's lives within structural, social, and cultural contexts.
3. Methodological Approaches to Studying Human Development	Critical reading, critical evaluation, group discussion	Danese, A., & Widom, C. S. (2023). Associations between objective and subjective experiences of childhood maltreatment and the lecture of emotional disorders in adulthood. <i>JAMA psychiatry</i> , 80(10), 1009-1016. Netsi, E., Pearson, R. M., Murray, L., Cooper, P., Craske, M. G., & Stein, A. (2018). Association of persistent and severe postnatal depression with child outcomes. <i>JAMA psychiatry</i> , 75(3), 247-253. Stein, A., Netsi, E., Lawrence, P. J., Granger, C., Kempton, C., Craske, M. G., ... & Murray, L. (2018). Mitigating the effect of persistent postnatal depression on child outcomes through an intervention to treat depression and improve parenting: a randomised controlled trial. <i>The Lancet Psychiatry</i> , 5(2), 134-144.
4. Ethics in developmental research	Exercise, conversation, reflexive dialogue, explanation	BPS Code of Ethics and Conduct: https://www.bps.org.uk/guideline/code-ethics-and-conduct Ambrose, N., & Yairi, E. (2002). The Tudor Study: Data and ethics. <i>American Journal of Speech-Language Pathology</i> , 11(2), 190-203. https://doi.org/10.1044/1058-0360(2002/018)
5. Behavioural genetics	Individual study, critical reading,	Maltby, J., Day, L., & Macaskill, A. (2017). <i>Personality, Individual Differences and Intelligence</i> (4th ed.). Harlow, England: Pearson

	exercises, group discussion	Education. Chapter 8 'Biological basis of personality', pp. 194-208 only . Plomin, R., DeFries, J.C., McClearn, G.E., & McGuffin, P. (2008). <i>Behavioral Genetics</i> (5th ed.). New York, NY: Worth Publishers. Chapter 5 'Nature, Nurture, and Behaviour', in pp. 85-91 only
6. Nature versus nurture debate	Critical reading, critical evaluation, debate, group discussion	Maltby, J., Day, L., & Macaskill, A. (2017). <i>Personality, Individual Differences and Intelligence</i> (4th ed.). Harlow, England: Pearson Education. Chapter 8 'Biological basis of personality', pp. 194-208 only . Sonuga-Barke, E. J., Kennedy, M., Kumsta, R., Knights, N., Golm, D., Rutter, M., ... & Kreppner, J. (2017). Child-to-adult neurodevelopmental and mental health trajectories after early life deprivation: the young adult follow-up of the longitudinal English and Romanian Adoptees study. <i>The Lancet</i> , 389(10078), 1539-1548. Plomin, R., DeFries, J.C., McClearn, G.E., & McGuffin, P. (2008). <i>Behavioral Genetics</i> (5th ed.). New York, NY: Worth Publishers. Chapter 5 'Nature, Nurture, and Behaviour', in pp. 85-91 only
7. How to build a critical academic argument	Exercise, conversation, reflexive dialogue, explanation	Harvey, G. (2009). A brief guide to the elements of the academic essay. <i>Harvard College Writing Program</i> .
8. Measures of social understanding	Exercise, conversation, reflexive dialogue, explanation	Baron-Cohen, S., Hoekstra, R. A., Knickmeyer, R., & Wheelwright, S. (2006). The autism-spectrum quotient (AQ)—adolescent version. <i>Journal of autism and developmental disorders</i> , 36, 343-350. Baron-Cohen, S., Wheelwright, S., Hill, J., Raste, Y., & Plumb, I. (2001). The "Reading the Mind in the Eyes" Test revised version: a study with normal adults, and adults with Asperger syndrome or high-functioning autism. <i>The Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 42(2), 241-251. Montagne, B., Kessels, R. P., De Haan, E. H., & Perrett, D. I. (2007). The emotion recognition task: A paradigm to measure the perception of facial emotional expressions at different intensities. <i>Perceptual and motor skills</i> , 104(2), 589-598.
9. Measuring cognitive development	Exercise, conversation, reflexive dialogue, explanation	Eriksen, B. A., & Eriksen, C. W. (1974). Effects of noise letters upon the identification of a target letter in a nonsearch task. <i>Perception & psychophysics</i> , 16(1), 143-149.

		Verbruggen, F., & Logan, G.D. (2008). Response Inhibition in the Stop-Signal Paradigm. <i>Trends in Cognitive Sciences</i> , 12(11), 418-424.
10. Language development in other cultures	Exercise, conversation, reflexive dialogue, explanation	Shneidman, L. A., & Goldin-Meadow, S. (2012). Language input and acquisition in a Mayan village: How important is directed speech?. <i>Developmental Science</i> , 15(5), 659-673.
11. Bidirectionality between parents and children	Exercise, conversation, reflexive dialogue, explanation	Pardini, D. A. (2008). Novel insights into longstanding theories of bidirectional parent-child influences: Introduction to the special section. <i>Journal of abnormal child psychology</i> , 36(5), 627-631.
12. Technology and development	Exercise, conversation, reflexive dialogue, explanation	<ul style="list-style-type: none"> Greenfield, S. (2014). <i>Mind Change: How digital technologies are leaving their mark on our brains</i>. London, UK: Rider. Bell, V., Bishop, D., & Przybylski, A. (2015). The debate over digital technology and young people. <i>BMJ : British Medical Journal</i>, 351, H3064. Keil, F. (2013). <i>Developmental psychology: the growth of mind and behavior</i>. WW Norton & Company. Chapter 15 'Video Games, Computers and the Internet' (pp. 569-574).
13. Real-world applications of social learning	Exercise, conversation, reflexive dialogue, explanation	O'Connor, T. G., Matias, C., Futh, A., Tantam, G., & Scott, S. (2013). Social learning theory parenting intervention promotes attachment-based caregiving in young children: Randomized clinical trial. <i>Journal of Clinical Child & Adolescent Psychology</i> , 42(3), 358-370.
14. Revision	Individual study	

Core reading for lectures:

Students will be offered access to the essential reading via Google Classroom.

Leman, P., Bremner, A., (2019), *Developmental Psychology*, McGraw Hill Education.

Core reading for seminars:

Students will be offered access to the essential reading via Google Classroom.

Bell, V., Bishop, D., & Przybylski, A. (2015). The debate over digital technology and young people. *BMJ : British Medical Journal*, 351, H3064

Draper, C. E., Barnett, L. M., Cook, C. J., Cuartas, J. A., Howard, S. J., McCoy, D. C., ... & Yousafzai, A. K. (2022). Publishing child development research from around the world: An unfair playing field resulting in most of the world's child population under-represented in research. *Infant and Child Development*, e2375.

Greenfield, S. (2014). *Mind Change: How digital technologies are leaving their mark on our brains*. London, UK: Rider.

Harvey, G. (2009). A brief guide to the elements of the academic essay. *Harvard College Writing Program*.

Keil, F. (2013). *Developmental psychology: the growth of mind and behavior*. WW Norton & Company. Chapter 15 'Video Games, Computers and the Internet' (pp. 569-574).

Plomin, R., DeFries, J.C., McClearn, G.E., & McGuffin, P. (2008). *Behavioral Genetics* (5th ed.). New York, NY: Worth Publishers. Chapter 5 'Nature, Nurture, and Behaviour', in **pp. 85-91 only**

Shneidman, L. A., & Goldin-Meadow, S. (2012). Language input and acquisition in a Mayan village: How important is directed speech?. *Developmental Science*, 15(5), 659-673.

Sonuga-Barke, E. J., Kennedy, M., Kumsta, R., Knights, N., Golm, D., Rutter, M., ... & Kreppner, J. (2017). Child-to-adult neurodevelopmental and mental health trajectories after early life deprivation: the young adult follow-up of the longitudinal English and Romanian Adoptees study. *The Lancet*, 389(10078), 1539-1548.

Verbruggen, F., & Logan, G.D. (2008). Response Inhibition in the Stop-Signal Paradigm. *Trends in Cognitive Sciences*, 12(11), 418-424.

8. Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

At the end of this module students will be able to: 1. Understand and describe the main theoretical views in developmental psychology; 2. Describe social and cognitive development and their biological underpinnings; 3. Understand and describe the nature of common developmental disorders; 4. Describe the key features of family and community influences on child development.

Knowing and understanding the main theories and concepts of Developmental Psychology, from before birth to old age and death, resents a fundamental acquisition for every practitioner in the mental health field, including all its branches. Practicing clinical psychology, educational psychology and psychotherapy should all be based on a solid understanding of human development. Assessments and interventions can be structured only by understanding the healthy developmental process. This module is designed such that, by the end of it, students will have developed a foundational understanding of human development across the lifespan which will be essential for the students' professional development as future practitioners or researchers.

9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Lecture	Multiple choice exam	Students will sit a multiple-choice exam based on the information taught during the lectures.	50%

9.5 Seminar	Building a critical argument	<p>Students will be tasked with writing a two-part argument of an academic essay on the topic: “How can both ‘nature’ and ‘nurture’ influence the development of attention deficit/hyperactivity disorder (ADHD) in childhood?”, and a critical reflection on how the two parts compare.</p> <p>In part one, students should 1) Discuss ONE relevant ‘nature’ risk factor <i>OR</i> ONE relevant ‘nurture’ risk factor contributing to the development of ADHD in childhood; and 2) Critically reflect on the chosen risk factor and the available evidence supporting it. Students should be explicit in their examples and use academic references for their points. The argument should have no more than 350 words.</p> <p>In part two, students should attempt the same task as above, but this time using generative artificial intelligence (e.g., ChatGPT, Claude etc). The chosen large language model should be prompted using the instructions in part one.</p> <p>For the final part of the assignment, students should critically reflect in approximately 300 words on the limitations of using generative AI for text generation in academic writing, and learnings from the experience.</p>	50%
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9.6 Minimum performance standard

Use of Generative Artificial Intelligence (genAI) Tools

Within this course, the use of genAI tools (e.g., ChatGPT, Gemini, Claude, Copilot, etc.) is permitted only under the conditions set by the course/seminar instructor and in compliance with academic integrity regulations.

Permitted uses: brainstorming ideas, support with drafting and structuring, translations, language revisions, generating images, graphics, diagrams, illustrations, video or audio materials, avatars, and other digital objects, exclusively for educational purposes.

Prohibited uses: fully generating assignments (essays, reports, projects) or presenting content created by genAI as entirely one’s own work.

For any assignment (essay, portfolio, project, etc.), students are required to complete a transparency declaration form (available on the course platform). This document must state:

- the tool used and its version,
- the type of support provided by genAI,
- how the content was verified and integrated.

Failure to declare the use of genAI will be considered a violation of academic integrity regulations and will be treated according to UVT's rules.

Students are responsible for:

- verifying the accuracy and relevance of generated content,
- respecting confidentiality and copyright,
- critically and personally integrating the results obtained with genAI.

The details regarding the application of these usage conditions will be presented and discussed during the first lecture/seminar.

Date of completion:
12.09.2025

Tenure teacher:
Larisa DINA, Ph.D. candidate

Date of approval in the department

Head of Department:
Delia VÎRGĂ, Ph.D.
Professor