Course Specifications
Valid as from the academic year 2019-2020

Developmental psychology (D012248)

Course offerings and teaching methods in academic year 2019-2020

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<tr>
<th>Course</th>
<th>Language</th>
<th>Teaching method</th>
<th>Credits</th>
<th>Study time</th>
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<tr>
<td>A (semester 1)</td>
<td>Dutch</td>
<td>self-reliant study activities lecture</td>
<td>3.0</td>
<td>30.0 h</td>
<td>30.0 h</td>
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Lecturers in academic year 2019-2020

Antrop, Inge GE34 lecturer-in-charge

Offered in the following programmes in 2019-2020

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<th>Programme</th>
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<tr>
<td>Bachelor of Science in Speech Language and Hearing Sciences (main subject Audiology)</td>
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<td>A</td>
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<tr>
<td>Bachelor of Science in Speech Language and Hearing Sciences (main subject Logopaedics)</td>
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<td>A</td>
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Teaching languages

Dutch

Keywords

Developmental psychology

Position of the course

This course is part of the second year bachelor audiology and logopedics. It builds upon the course 'principals in psychology' of the first year.

Theory: Give the students insights in the way recent theories of developmental psychology describe and explain the evolution of the various personality domains during the life-span with critical reflection of each theory in a wider context.

Praxis: Train the students so that they can use the theoretical insights for the interpretation of human behavior through development.

Contents

1. We offer a general framework of developmental psychology and provide an overview of the cognitive, social-emotional and personality development from newborn to adolescent.
2. Practicals: systematic observation and interpretation of developmental aspects of a child, organised by the student.

Initial competences

level to start higher education

Final competences

1. Interpret behaviour during the life course in its development context and course, identifying (possible) influential factors.
2. Interpret behavioural development from different models and perspectives.
3. Obtain insight in (the milestones) of motor development from infancy to toddler.
4. Identify accurately the cognitive development from infancy to adolescence. Insight in explanatory models.
5. Define the social and emotional development in relation to the developmental age. Insight in explanatory models to do so.
6. Situate the development of personality in the general development from infancy to adolescence from different points of view.
7. General purpose 1: integration and reformulation of knowledge and insights at the interface of various domains.
8 General purpose 2: Insight in and knowledge about the normal development through the lifespan from early childhood to adolescence.

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment.

Conditions for exam contract
This course unit cannot be taken via an exam contract.

Teaching methods
Lecture, self-reliant study activities.

Extra information on the teaching methods
Lectures, at the end of the semester this includes also plenary exercises.
Individual assignment: systematic observation with paper.

Learning materials and price

References

Course content-related study coaching
after making an appointment with professor.

Evaluation methods
end-of-term evaluation and continuous assessment.

Examination methods in case of periodic evaluation during the first examination period
Written examination with open questions.

Examination methods in case of periodic evaluation during the second examination period
Written examination with open questions.

Examination methods in case of permanent evaluation
Assignment.

Possibilities of retake in case of permanent evaluation
Examination during the second examination period is possible.

Extra information on the examination methods
Written exam with open questions (periodic evaluation).
Paper as result of the individual systematic observation (non-periodic evaluation).
Second evaluation also consist of a written exam with open questions and a paper (systematic observation). Students can retain their scores of the paper for second evaluation or the can decide to make another paper. When students did not succeed for second evaluation, a new paper is required.

Calculation of the examination mark
Written exam: 60%, paper: 40%.