



LUND
UNIVERSITY

Faculty of Social Sciences

PSPB13, Course 3: Lifespan Development, 32.5 credits
Kurs 3: Människan i livslöppsperspektiv, 32,5 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by the board of the Department of Psychology on 2014-11-11 and was last revised on 2016-05-18 by Programme Committee for the Master of Science Programme in Psychology. The revised syllabus applies from 2016-08-28, autumn semester 2016.

General Information

The course is a compulsory component of semester 2 and 3 of the Master of Science programme in Psychology.

Language of instruction: Swedish
Some components may be in English.

Learning outcomes

On completion of the course, the students shall be able to

Knowledge and understanding

- demonstrate knowledge of the disciplinary foundation and current knowledge within developmental psychology
- demonstrate an understanding of how knowledge of developmental psychology can be applied in the work as psychologist
- demonstrate knowledge of the disciplinary foundation and current knowledge within personality psychology
- demonstrate an understanding of how knowledge of personality psychology can be applied in the work as psychologist

- demonstrate knowledge of principles for mapping and investigation of individuals based on different developmental aspects
- demonstrate an understanding of how societal and family relations influence the development and personality of individuals with a focus on the interplay between individual factors and social and societal values

Competence and skills

- demonstrate the ability to use a professional approach to carry out interviews with individuals, and to report this work to different relevant stakeholders in speech and writing
- demonstrate the ability to collect scientific documentation for the assessment of different working methods and interventions used in the work of the psychologist linked to development and personality psychology
- demonstrate the ability to apply and reflect critically on ethical and professional aspects as well as take into account relevant social factors such as gender, class and ethnicity in developmental and personality psychology, as well as the applications of these subjects in the work of the psychologist
- demonstrate the ability to contribute to teamwork and cooperation with others in a working group

Judgement and approach

- use developmental and personality psychology to reflect on their own development and personality
- use developmental and personality psychology to identify their own knowledge and need of additional knowledge, and be able to assess their own continuing professional development in relation to the psychological profession

Course content

The aim of the course is to provide students with a broad understanding of human development from childhood and adolescence to adulthood and old age, focusing especially on parts of the field of relevance to the psychological profession. The course deals with both development as a whole and specific developmental issues and themes.

The students will practise basic skills and abilities to carry out professional interviews, perform psychological testing and communicate psychological knowledge, conclusions and assessments.

Furthermore, they will practise using a professional approach to integrate and apply the course content, and a scholarly approach to assess the content.

The course is divided into three modules:

Module 3:1. Developmental psychology in life span perspective (Personality Development Across the Lifespan), 7.5 credits.

The module provides students with a descriptive overview of human development from a lifespan perspective, based on different developmental psychology issues and themes of relevance for the psychologist. It will introduce different duties and professional roles in which psychologists use knowledge of human development. Moreover, the students will have the opportunity to work with self-knowledge through a focus on their own lifespan development, and to reflect on their own future professional role as psychologist.

Module 3:2. Developmental Psychology During Childhood and Adolescence, 12.5 credits.

The module provides students with specialised knowledge of development during childhood and adolescence. Using developmental psychology theory and research, students will acquire knowledge of individuals' cognitive, communicative, social and emotional development. The module considers age-typical traits and challenges of child and adolescent development, and also how the development is influenced by social factors as gender, class, ethnicity and different life situations.

The students will practise skills of relevance to the psychological profession, such as observation and communication methodology. Moreover, the students will have the opportunity to develop their ability act in a professional and ethical way in relation to clients and colleagues, and to develop their ability to communicate and work in groups.

Module 3:3. Developmental and Personality Psychology During Adulthood, 12.5 credits.

The module focuses on human development in adulthood. Using psychological theory and research, the module deals with individual personality and personality development. Among the topics studied are the typical traits of human development and the developmental psychology challenges that are linked to different periods of adulthood, and the impact of social factors such as gender, class, ethnicity and different life situations on development. The module also deals with people's responses to crises and strains and the way in which psychologists work with these.

The students will further develop their skills in interview methodology. Moreover, they will practise implementing and documenting an assessment of an individual's

development and personality. Consequently, students will practise professional and ethical planning, implementation and evaluation of assignments with clients, communicating the results of the assignment and assessing and developing their own performance.

Course design

The teaching consists of teacher-directed classes, individual exercises, group exercises and seminars. The teaching also consists of individual and group-based assignments that the students are expected to solve independently. The teaching also consists of activities in which the students, based on instructions and under supervision, work in relation to a third party, for example with client work, external observations and participation in the activities of another organisation.

All exercises, seminars, assignments and activities that involve a third party are compulsory. Furthermore, certain classes are compulsory (e.g. the classes that prepare for and conclude the compulsory components mentioned above). The classes introducing and concluding the course are also compulsory.

The components on interview methodology, and testing and test methodology, must be completed in the order in which they are taught on the course, and they must be entirely completed before any client contacts are initiated.

Unless there are valid reasons to the contrary, students are obliged to participate in compulsory components. In the case of valid absence, students are responsible for contacting the module director. Compensation or alternative time for compulsory component are offered during current semester for student who without own förskyllan for example accidents, sudden disease or the like events, not could carry out the compulsory component. This also applies to students who have been absent because of duties as an elected student representative.

Assessment

The assessment is based on written and oral tests in connection with the modules, as well as on completed and passed reports of compulsory components. For written and oral examinations, three examination sessions are offered; a regular test and two re-examinations. Two further re-examinations on the same course content are offered within a year of a major change of the the course (e.g. change of the required reading). After this, further re-examination opportunities are offered but in accordance with the current course syllabus. Students who fail the client contact component will be offered only one additional opportunity to complete the component unless special circumstances apply. The learning outcome of the ability to work in groups is assessed by an examiner in consultation with the module director.

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will be performed if there are supported indications of clear cooperation problems based on documentation from conversations with the people involved.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass.

The grades awarded are Pass or Fail.. For a grade of Pass, the student must have attained the learning outcomes stated for the course.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

Entry requirements

To be admitted to the course, students must be admitted to the Master of Science programme in Psychology and meet the requirements for progression described in the current programme syllabus.

Subcourses in PSPB13, Course 3: Lifespan Development

Applies from H15

- 1401 Personality Development Across the Lifespan, 7,5 hp
Grading scale: Fail, Pass
- 1402 Developmental Psychology During Childhood and Adolescence, 12,5 hp
Grading scale: Fail, Pass
- 1403 Developmental and Personality Psychology During Adulthood, 12,5 hp
Grading scale: Fail, Pass