



**LUND**  
UNIVERSITY

Faculty of Social Sciences

**PSYN65, Psychology: Advanced Developmental Psychology -  
Typical and Atypical II, 7.5 credits**  
*Psykologi: Avancerad utvecklingspsykologi - typisk och atypisk II, 7,5  
högskolepoäng*  
Second Cycle / Avancerad nivå

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### Details of approval

The syllabus was approved by the board of the Department of Psychology on 2022-10-18 to be valid from 2023-03-14, autumn semester 2023.

### General Information

The course is offered as an elective course in semester 3 of the Master's Programme in Psychology, 120 credits. The course is also offered as a freestanding course.

*Language of instruction:* English

*Main field of studies*

Psychology

*Depth of study relative to the degree requirements*

A1F, Second cycle, has second-cycle course/s as entry requirements

### Learning outcomes

On completion of the course the student shall

#### Knowledge and understanding

- demonstrate in-depth knowledge and understanding of important theories, current research questions, methodologies and results and applications in the field of developmental psychology
- with scholarly precision identify and discuss controversies and conceptual confusion in current developmental psychological theory and research

#### Competence and skills

- use a scholarly approach to evaluate theoretical postulations, methodologies, results and applications in the field of developmental psychology

- use appropriate terms and concepts to communicate with precision about developmental psychological questions, methods, empirical evidence and their applications and implications
- independently formulate novel research questions and/or methodologies within the field of developmental psychology

### **Judgement and approach**

- use a scholarly approach to criticize or justify current stands within the field of developmental psychology and its application
- propose constructive solutions to current social and applied scientific problems through application of knowledge of, and empirical evidence from, developmental psychology
- independently and critically use knowledge from developmental psychology to make judgments with respect to relevant societal and research-ethical questions

### **Course content**

The overall course aim is that the student acquires profound and updated knowledge of theories and topical areas in the field of developmental psychology. Selected topics within human development across the life span are considered, bringing together neurobiological, cognitive, emotional, and social developmental perspectives. The course is useful for achieving a better grasp of the developmental perspective for a broad range of topics and applications of human behavior.

Building on the theoretical knowledge and skills acquired on Advanced Developmental Psychology - Typical and Atypical I, the course addresses important current issues in human development, systematically examining state-of-the-art research and applications. The student is given the opportunity to work with comprehensive age-appropriate methodology for studying development, and applications that aim at strengthening and facilitating favorable development and preventing unfavorable development. Some central themes in the course are: ethical issues specific to developmental research and clinical work, developmentally and culturally appropriate assessment, early diagnosis, promotion of health and life quality, prevention and intervention.

### **Course design**

Teaching consists of lectures, seminars, and lab-assignments. Lectures are to introduce topics, explain terminology and thereby support the students' individual study. Seminars are teacher-led group discussions involving in-depth, critical examination of theory and empirical studies around the specific topics. Lab-assignments further specific methodological and practical skills within Developmental Psychology. Besides active participation to seminar discussions and lab-assignments, students prepare for (reading and critically summarizing course literature around the specific topics) and sum-up seminar and lab activity.

Participation in seminars and lab-assignments is compulsory. Students who have been unable to participate due to circumstances such as accidents or sudden illness will have the opportunity to compensate for a seminar or lab-assignment they missed. This applies also to students who have been absent because of duties as an elected student representative. It is the responsibility of the student to contact the course leader in the case of such absence.

## Assessment

Assessment is based on attendance of the compulsory sessions and an individual written examination. Three opportunities for examination are offered in conjunction with the course. Within a year after a major change or termination of the course, at least two further examination opportunities will be offered on the same course content. After that, students will be offered further examination opportunities but in accordance with the current course syllabus.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

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

## Grades

Marking scale: Fail, E, D, C, B, A.

The highest grade is A, and the lowest passing grade is E. The grade Fail represents a non-passing result. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

To get a passing grade (at least E) in the course, the student has to have completed the compulsory sessions and acquire at least a grade E on the written exams. 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 eligible for the course the student must be admitted to the Master of Science Programme in Psychology, 120 credits, including Advanced Developmental Psychology - Typical and Atypical I, 7.5, or have completed 150 credits, including a Bachelor's degree project in psychology or equivalent, and Advanced Developmental Psychology - Typical and Atypical I, 7.5 hp or equivalent. Oral and written language proficiency in English equivalent to English 6/B from Swedish upper-secondary school is a requirement. International qualifications will be assessed in accordance with national guidelines.

Subcourses in PSYN65, Psychology: Advanced Developmental Psychology  
- Typical and Atypical II

Applies from H23

2301 Advanced Developmental Psychology - Typical and Atypical II, 7,5 hp  
Grading scale: Fail, E, D, C, B, A