



**LUND**  
UNIVERSITY

Faculty of Social Sciences

**PSYN60, Psychology: Advanced Developmental Psychology -  
Typical and Atypical I, 7.5 credits**  
*Psykologi: Avancerad utvecklingspsykologi - typisk och atypisk I, 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 2022-06-07 and was last revised on 2022-06-07. The revised syllabus applies from 2022-09-14, spring semester 2023.

### General Information

The course is offered as an elective course in semester 2 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*

A1N, Second cycle, has only first-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 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 and

- results in the field of developmental psychology
- use appropriate terms and concepts to communicate with precision about developmental psychological questions, methods and their implications
- independently formulate novel research questions 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
- 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.

The course provides advanced theoretical knowledge of topical areas regarding physical, cognitive, social and emotional developmental processes over the lifespan. Some topical areas concern attachment development and relational style, language, perception and socio-cognitive development, emotional development regulation, motivation and learning, as well as the development of mental representations and strategies for coping. Using the developmental psychopathology framework, we highlight the complex interactions of multiple factors affecting both typical and atypical development. Central themes in the course are: typical and atypical development, implicit and explicit assessment, developmental opportunities and challenges, probability and agency in development outcomes.

### **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, or have completed 150 credits, including a Bachelor's degree project in psychology or the 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 PSYN60, Psychology: Advanced Developmental Psychology  
- Typical and Atypical I

Applies from V23

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