

	<b>Volodymyr Vynnychenko Central Ukrainian State University</b>	<b>Course Syllabus</b>			
		<b>Course Title: Developmental Psychology</b>			
		<b>Discipline Status</b> Mandatory component (Professional Development Program)			
<b>Field of Knowledge</b>	05 Social and Behavioral Sciences				
<b>Field of Study</b>	053 Psychology				
<b>Educational Program</b>	Psychology (Practical Psychology)				
<b>Level of Higher Education</b>	Bachelor's Degree Level 1				
<b>Form of Study</b>	Full-time/ part-time (distance learning)				
<b>Course</b>	III				
<b>Semester</b>	5				
<b>Credit Hours</b>	Credits	3/3,5	Hours	90/105	
	Lectures			8/0	
	Practical Classes/ Seminars			28/6	
	Laboratory Classes				
	Self-Study			54/99	
<b>Semester Assessment</b>	Exam				
<b>University Instructor</b>	Blyzniukova Olena Mykolayivna, Ph.D. in Psychology, Associate Professor, Associate Professor of the Department of Practical Psychology				
<b>Contact Information</b>	O.M.Blyzniukova@cuspu.edu.ua				
<b>Department</b>	Department of Practical Psychology				
<b>Faculty</b>	Faculty of Psychology and History				
<b>Course Subject</b>	<p>Developmental Psychology examines the patterns, processes, and mechanisms of human development across the lifespan, from prenatal stages through late adulthood. The course integrates empirical findings and major theoretical frameworks (cognitive, socioemotional, biological, and ecological approaches) to explain changes in perception, cognition, emotion, social relationships, identity, and behavior. Emphasis is placed on typical and atypical developmental pathways, methods of developmental research, cross-cultural and contextual influences, and applications of developmental knowledge to education, clinical practice, and public policy.</p>				
<b>Objective</b>	<p>General objective: To provide bachelor's students in psychology with a rigorous, evidence-based understanding of human development across the lifespan and the ability to apply developmental theory and research methods to evaluate behaviour, design interventions, and inform professional practice.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>• Explain and compare major theories of development and relate them to empirical findings.</li> <li>• Describe normative developmental milestones and typical variability in physical, cognitive, emotional, and social domains at different ages.</li> <li>• Identify signs, causes, and developmental implications of common atypical or delayed development (e.g., developmental disorders) and basic principles of early detection and intervention.</li> <li>• Critically evaluate developmental research designs (longitudinal, cross-sectional, sequential), methods, and ethical issues.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Apply developmental concepts to real-world problems (education, parenting, mental health, social policy) and propose age-appropriate, theory-informed interventions.</li> <li>• Demonstrate competence in communicating developmental knowledge clearly and ethically, both orally and in writing, to academic and non-specialist audiences.</li> <li>• Develop basic skills in observational assessment and interpretation of behavior across age groups (practical/field component where applicable).</li> </ul>
<b>Competencies</b>	<p><b>GC 1.</b> Ability to apply acquired knowledge in practical situations of professional activity.</p> <p><b>GC 2.</b> Knowledge and understanding of the subject area and the specifics of professional activity of a psychologist.</p> <p><b>GC 3.</b> Skills in using information and communication technologies.</p> <p><b>GC 4.</b> Ability to learn and acquire modern knowledge.</p> <p><b>GC 7.</b> Ability to generate new ideas (creativity).</p> <p><b>GC 9.</b> Ability to exercise one’s rights and responsibilities as a member of society, to understand the values of civil (free democratic) society and the need for its sustainable development, the rule of law, and human and civil rights and freedoms in Ukraine.</p> <p><b>GC 10.</b> Ability to preserve and enhance moral, cultural, and scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society, and its role in the development of society, engineering, and technologies.</p> <p><b>SC 2.</b> Ability to conduct a retrospective analysis of national and international experience in understanding the nature of the emergence, functioning, and development of mental phenomena.</p> <p><b>SC 3.</b> Ability to understand the nature of behaviour, activity, and actions.</p> <p><b>SC 4.</b> Ability to independently collect and critically process, analyse, and summarise psychological information from various sources.</p> <p><b>SC 9.</b> Ability to carry out educational (psychoeducational) and psychoprophylactic work in accordance with the identified needs/request.</p> <p><b>SC 11.</b> Ability for personal and professional self-improvement, learning, and self-development.</p>
<b>Learning Outcomes</b>	<p>As a result of studying the academic discipline, students will be able:</p> <p><b>PR 2.</b> To understand patterns and specific features of the development and functioning of mental phenomena in the context of professional tasks.</p> <p><b>PR 3.</b> To search for information from various sources, including through the use of information and communication technologies, in order to solve professional tasks.</p> <p><b>PR 4.</b> To justify one’s own position and draw independent conclusions based on the results of personal research and analysis of literature sources.</p> <p><b>PR 8.</b> To present the results of one’s own research orally and/or in written form for specialists and non-specialists.</p> <p><b>PR 10.</b> To express ideas logically and clearly, engage in discussion, defend one’s own position, and adapt communication according to the cultural characteristics of the interlocutor.</p> <p><b>PR 13.</b> To interact and communicate effectively, be understood, and demonstrate tolerance towards individuals with different cultural, gender, or age-related differences.</p> <p><b>PR 15.</b> To demonstrate responsibility for professional self-improvement, learning, and self-development.</p>

	<p><b>PR 16.</b> To know, understand, and adhere to ethical principles of professional psychological practice.</p> <p><b>PR 17.</b> To demonstrate socially responsible and conscious behaviour, and follow humanistic and democratic values in professional and civic activities.</p>
<b>Course Content</b>	<p>Module 1. Foundations of Developmental Psychology</p> <p>Topic 1. Introduction to Developmental Psychology</p> <p>Topic 2. Periods of the Life Span</p> <p>Topic 3. Research Methods in Developmental Psychology</p> <p>Topic 4. Domains of development</p> <p>Module 2. Life-Span Stages</p> <p>Topic 5. Prenatal Development and Risk Factors</p> <p>6. Early Childhood and Development in Early Years</p> <p>Topic 7. Middle Childhood and School Readiness</p> <p>8. Adolescence: Identity, Emotions, Delinquent Behavior</p> <p>Module 3. Research and Practice</p> <p>9. Development in Sociocultural Context</p> <p>10. Developmental Disorders</p> <p>11. Applied Aspects of Developmental Psychology</p>
<b>Assessment Criteria for Student Work</b>	<p><b>Assessment of Students' Knowledge Quality</b></p> <p>In the conditions of organizing the educational process according to the credit transfer and accumulation system, the assessment of students' knowledge quality is carried out through ongoing and final (semester) control using a 100-point grading scale, the ECTS scale, and the national grading scale.</p> <p><b>Methods of control:</b> observation of students' learning activities, oral questioning, written control, and testing.</p> <p><b>Types of control:</b> ongoing, final.</p> <p><b>General grading system for the discipline:</b> participation in work, with the grade weight distributed by topics - 60 points; final exam – 40 points; total number of points – 100.</p> <p><b>Conditions for admission to the final control:</b> completion of all assignments designated for practical classes and independent work.</p> <p><b>Form of control:</b> exam. The final (overall) grade for the course is the sum of the grades (points) obtained for the individual assessed forms of learning activity (ongoing and final mastery of theoretical material) + exam (final test).</p> <p><b>Policy on deadlines and retaking:</b> works submitted late without valid reasons are graded lower. Retaking of content modules is allowed with the permission of the dean's office and only for valid reasons.</p>
<b>Course Policy</b>	<p>Attending classes is an important component of learning. Students are expected to attend all lectures and practical activities of the course. 1 absence is allowed for valid reasons, which will not affect the grading system. Other absences are made up within the deadlines set by the instructor.</p> <p>Students are required to adhere to the deadlines set for the completion of all types of written work provided for in the course.</p> <p>Academic Integrity Policy: Evidence of academic dishonesty in a student's written work is grounds for failure by the instructor regardless of the extent of the plagiarism.</p> <p>In the conditions of online education, communication between the instructor and students can be carried out using remote technologies (Internet, e-mail).</p>
<b>Information Support</b>	<ol style="list-style-type: none"> <li>1. Berk, L. E. (2022). <i>Development Through the Lifespan</i> (8th ed.). Pearson.</li> <li>2. Berk, L. E. (2023). <i>Infants, Children, and Adolescents</i> (10th ed.). Pearson.</li> </ol>

3. Bornstein, M. H., & Lamb, M. E. (Eds.). (2022). *Developmental Science: An Advanced Textbook* (8th ed.). Psychology Press.
4. Kail, R. V., & Cavanaugh, J. C. (2022). *Human Development: A Life-Span View* (9th ed.). Cengage.
5. Lerner, R. M., et al. (Eds.). (2015–2021). *Handbook of Child Psychology and Developmental Science* (7th ed.). Wiley.
6. Masten, A. S. (2014). “Global Perspectives on Resilience in Children and Youth.” *Child Development*.
7. Papalia, D. E., & Martorell, G. (2021). *Experience Human Development* (14th ed.). McGraw-Hill.
8. Salkind, N. J. (2023). *Child Development* (2nd ed.). Oxford University Press.
9. Siegler, R., et al. (2022). *How Children Develop* (6th ed.). Macmillan.
10. Santrock, J. W. (2023). *Life-Span Development* (19th ed.). McGraw-Hill.
11. Shonkoff, J., & Phillips, D. (Eds.). (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academies Press.
12. Sigelman, C. K., & Rider, E. A. (2021). *Life-Span Human Development* (10th ed.). Cengage.
13. Steinberg, L. (2020). *Adolescence* (12th ed.). McGraw-Hill.

<b>Material and Technical Support</b>	Auditorium for theoretical training, projector, laptop, scientific literature on the academic discipline, presentation materials.
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