

<b>Course title</b>	<b>Development across the lifespan</b>				
<b>Course code</b>	<b>PSY2302</b>				
<b>Course type</b>	Compulsory				
<b>Level</b>	Bachelors				
<b>Year / Semester</b>	Year 2 / 3 <sup>rd</sup> Semester				
<b>Teacher's name</b>	Dr Annita Venturis				
<b>ECTS</b>	6	<b>Lectures / week</b>	3hrs	<b>Laboratories / week</b>	-
<b>Course purpose and objectives</b>	<p>This course provides an in-depth exploration of human development from infancy through to old age. It examines the biological, cognitive, emotional, and social changes that occur throughout the lifespan, drawing on a range of theoretical perspectives and empirical research. Topics include attachment, cognitive and language development, adolescence and identity, adulthood transitions, and ageing. Students will consider the influence of cultural, environmental, and individual difference factors, and reflect on both normative and atypical developmental pathways. The course encourages critical thinking, the application of theory to real-world contexts, and the integration of research evidence to understand psychological growth and change across diverse populations.</p>				
<b>Learning outcomes</b>	<p>On successful completion of the course and with further independent study, students will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of how individuals develop across the lifespan</li> <li>2. Critically evaluate a range of relevant theories in both typical development and neurodevelopmental conditions</li> </ol> <p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>3. Critically evaluate developmental research and its methodological and ethical implications</li> <li>4. Apply developmental theory to case examples, everyday situations, or applied professional contexts</li> </ol> <p><b>Transferable Skills</b></p>				

	<p>5. Interpret and communicate complex developmental concepts clearly and coherently</p> <p>6. Reflect on individual differences and diversity in developmental trajectories and outcomes</p>		
<b>Prerequisites</b>	PSY1205 Foundations of cognitive and developmental psychology	<b>Required</b>	
<b>Course content</b>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>Theoretical Foundations: Piaget, Erikson, Vygotsky, Bowlby, Bronfenbrenner</li> <li>Infancy and Childhood: Attachment, language development, cognitive growth, early socialisation, moral development</li> <li>Adolescence: Identity development, peer and family relationships, Sexual identity and gender</li> <li>Adulthood: Career development, romantic relationships, parenting, midlife transitions</li> <li>Ageing and Later Life: Cognitive ageing, social roles, psychological well-being in older adults</li> <li>Cross-Cultural and Atypical Development: Diversity, neurodivergence, and developmental disorders</li> <li>Research and Ethics: Longitudinal methods, cohort effects, ethics of working with minors and vulnerable adults</li> </ul>		
<b>Teaching methodology</b>	<p>Teaching will consist of lectures, in-class discussions, case studies and quizzes designed to assess understanding and provide opportunities for formative feedback. Teaching will be supported by online materials and additional readings</p>		
<b>Bibliography</b>	<p><b>Core Text:</b></p> <ul style="list-style-type: none"> <li>Gillibrand, R., Lam, V., &amp; O'Donnell, V. L. (2025). <i>Developmental psychology</i> (3rd ed.). Pearson.</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>Martin, G. N., &amp; Carlson, N. R. (2025). <i>Psychology</i> (7th ed.). Pearson.</li> </ul> <p><b>Further reading:</b></p> <p>A reading list will accompany each lecture, highlighting relevant articles accessible through the library, as well as open-access and e-learning resources.</p>		

<b>Assessment</b>	Attendance and participation	10%
	Individual Written assignment	30%
	Group Poster Presentation	15%
	Final Exam	45%
<b>Language</b>	English	