

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	Faculty of Social, Political and Economic Sciences		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	Δ3-2019	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	HUMAN DEVELOPMENT		
<b>TEACHING ACTIVITIES</b> <i>in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	3	5	
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Background		
<b>PREREQUISITES:</b>	No		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	-		
<b>URL COURSE:</b>			

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

*By the End of the Course, Students should be able to:*

- know basic concepts and the main theoretical approaches of developmental psychology,
- be familiar with the historical development and contemporary theoretical trends in developmental psychology,
- understand research methods and interpret relevant empirical data,
- develop critical thinking skills on theoretical and methodological issues related to human development,
- recognize the role of values, prejudices, cultural differences and their impact on development.

### General Skills

*Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?*

*Search, analysis and synthesis of data and information, using the necessary technologies*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

*Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

*Critical thinking*

*Promoting free, creative and inductive thinking*

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Teamwork
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive thinking
- Equity and Inclusion

### 3. COURSE CONTENT

1. Introduction to the subject of Developmental Psychology

2. The concept of Lifelong Development

3. The Origins and history of Developmental Psychology

4. The nature versus nurture debate

5. Research Methods in Developmental Psychology

6. Historical and contemporary theories on human development

Theoretical approaches to human development: a) Psychodynamic Approaches, b) Learning Theories, c) Cognitive Approaches and d) Systems Theory.

7. Prenatal Development: conception, the stages of fetal development, the importance of childbirth, the psychological reactions of parents.

8. Infancy: infant's physical functions and needs, cognitive and language development, attachment and emotional reactions, the process of socialization.

9. Infancy: biosomatic changes and psychomotor development, cognitive functions and language, the role of gender, social development, the importance of play and peer relations, family dynamics and its effects, behavioral problems, childhood illness and health.

10. School period: cognitive functions and development, psychomotor functions and changes in body dimensions, social adaptation and interactions with peers (childhood friendships), behavior at school, moral development and parental behavior.

11. Adolescence: appearance of puberty, the concept of puberty and its developmental characteristics, identity formation, socialization during puberty.

12 .Adulthood and Adult life: mental and physical changes, personality traits, life style and patterns of interpersonal relationships, family formation, work and leisure.

13.Late Adulthood: cognitive changes and decline of biological functions, psychosocial problems, social withdrawal, work and retirement, health problems, new roles in life

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face-to-face and distance learning	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Extensive use of presentation software and other audiovisual media	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.  The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Lectures	25
	Assignments after the end of each lecture	25
	Participation in guided discussions in the context of the lectures	25
	Small individual practice tasks	25
	Independent Study	25
	Total Course (25 hours of workload per credit)	125
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process  Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others  Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</i>	<p>Final written examination (70%) and Participation in the course (30% assignments etc)</p> <p>The assessment criteria are announced at the beginning of each semester</p>	

#### 5. SUGGESTED BIBLIOGRAPHY

[Required Text](#)

Feldman,S.R., 2019. *Αναπτυξιακή Ψυχολογία : Δια βίου προσέγγιση*. Αθήνα:Gutenberg

### Bibliography and Further Reading

Aiken, L. R.,1998. *Human development in adulthood*. N.York: Plenum press.

Bandura, A. ,1977. *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

Bergen, D., 2007. *Human Development: Traditional and Contemporary theories*. Upper Saddle River, NJ:Pearson, Prentice Hall.

Berk, L.E., 2009. *Child Development*. N.York: Pearson Publications.

Βίννικοτ, Ντ., 2009. *Το παιδί, το παιχνίδι και η πραγματικότητα*. Αθήνα:Καζ2019τανιώτης.

Βοσνιάδου, Στ. ,(επιμ.), 2001. *Κείμενα εξελικτικής ψυχολογίας*. Τόμος Α': Γλώσσα. Αθήνα: Gutenberg.

Bowlby, J., 1982. *Attachment*. New York, NY: Basic Books.

Bowlby, J., 1973. *Separation: Anxiety & anger*. New York, NY: Basic Books.

Bronfenbrenner, U., 2009. *The ecology of human development: Experiments by nature and design*. Massachusetts :Harvard university press.

Butterworth, G.& Harris, M.,1994. *Principles of Developmental Psychology*. Hove: Erlbaum.

Cole, M. & Cole, S. R., 2000. *Η Ανάπτυξη των Παιδιών*. Αθήνα: Δαρδανός.

Craig, G.J. & Baucum, D., 2007. *Η ανάπτυξη του ανθρώπου*. Αθήνα: Παπαζήσης.

Έρικσον, Ε., 1990. *Η παιδική ηλικία και η κοινωνία*. Αθήνα: Καστανιώτης.

Erikson, E. H.,1968. *Identity: Youth and crisis*. New York, NY: Norton.

Fogel, A., King, B. J. & Shanker, S. G. (Eds.). ,2007. *Human development in the twenty-first century: Visionary ideas from systems scientists*. Cambridge :Cambridge University Press.

Gardner, H. , 1990. *Art education and human development*. Los Angeles : Getty Publications.

Gilligan, C., Ward, J.V., & Taylor, J. M., 1988. *Mapping the moral domain*. Cambridge, MA: Harvard.

Gottman, J., 2000. *Η συναισθηματική νοημοσύνη των παιδιών: ένας πρακτικός οδηγός για γονείς*. Αθήνα: Ελληνικά Γράμματα.

Herbert, M., 1989. *Ψυχολογικά προβλήματα της παιδικής ηλικίας*. Αθήνα: Ελληνικά Γράμματα.

Herbert, M., 1997. *Ψυχολογική φροντίδα του παιδιού και της οικογένειάς του*. Αθήνα: Ελληνικά Γράμματα.

Καϊλα, Μ., 1996. *Η σχολική φοβία*. Αθήνα: Ελληνικά Γράμματα.

Κάκουρος, Ε. & Μαναδιάκη, Κ., 2002. *Ψυχοπαθολογία παιδιών και εφήβων: Αναπτυξιακή προσέγγιση*. Αθήνα: Τυπωθήτω – Γιώργος Δάρδανος.

Kohlberg, L., 1981. *The philosophy of moral development: Essays on moral development*. New York: Harper & Row.

Κουρκούτας, Η.Ε., 2001. *Η ψυχολογία του εφήβου: θεωρητικά ζητήματα και κλινικές περιπτώσεις*. Αθήνα: Ελληνικά Γράμματα.

Molnar, A. & Linqvist, B., 1993. *Προβλήματα συμπεριφοράς στο σχολείο*. Αθήνα: Ελληνικά Γράμματα.

Ντεμώζ, Λ., 1985. *Ιστορία της παιδικής ηλικίας*. Αθήνα: Θυμάρι.

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Παρασκευόπουλος, Ι., 1985. *Εξελικτική ψυχολογία (τομ. 1-4)*. Αθήνα: Αυτοέκδοση.

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Rogers, D., 1979. *The Adult Years: an introduction to Aging*. N. Jersey: Prentice Hall, Inc.

Rogoff, B., 2003. *The cultural nature of human development*. N. York/Oxford: Oxford University Press.

Σάλκιντ, Ν., 2006. *Εισαγωγή στις Θεωρίες Ανθρώπινης Ανάπτυξης*. Αθήνα: εκδόσεις Πατάκη.

Santrock, J. W. (2009). *Life-span development*. Boston, MA: McGraw-Hill.

Schaffer, R., 1997. *Η Κοινωνικοποίηση του παιδιού κατά τα πρώτα χρόνια της ζωής του*. Αθήνα: Ελληνικά Γράμματα.

Sheehy, G., 1996. *New passages: Mapping your life across time*. New York, NY: Ballantine Books.

Sigelman, C. & Rider, E., 2014. *Life-span human development*. Stamford, Ct: Cengage Learning.

Skinner, B.F., 1974. *About Behaviorism*. New York, NY: Vintage.

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Steuer, F.B., 2005. *Η ψυχολογική ανάπτυξη των παιδιών*. Αθήνα: Ελλην.

Sudbury,H., 2010. *Human growth and development: an introduction for social workers*. London: Routledge.

Thies, K. M. & Travers, J. F.,2006. *Handbook of human development for health care professionals*. London: Jones & Bartlett Learning.

Thomas, R. M. 2000. *Recent theories of human development*. Thousand Oaks,Ca: Sage Publications.

Τσιάντης, Γ. & Δραγώνα, Θ. (επιμ.) ,1999. *Μωρά και μητέρες: ψυχοκοινωνική ανάπτυξη και υγεία στα δύο πρώτα χρόνια της ζωής*. Αθήνα: Εκδόσεις Καστανιώτη.

Walker, J. & Crawford, K. ,2014. *Social work and human development*. London: Learning Matters/Sage.

### **Journals**

*Child Development*

*Developmental Psychology*

*Journal of Aging and Human Development*

*Journal of Gerontology*

*Journal of Marriage and the Family*

*Journal of Youth and Adolescence*

*The Gerontologist*

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	Nikolaos Tsergas
<b>Contact details:</b>	ntsergas@sw.duth.gr
<b>Supervisors: (1)</b>	
<b>Evaluation methods: (2)</b>	Final written examination and assignments
<b>Implementation Instructions: (3)</b>	

- (1) To be completed with YES or NO
- (2) Note down the evaluation methods used by the teacher, e.g.
  - *written assignment* or/and exercises
  - written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.
- (3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:
  - α) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submitting them to the teacher, the grading system, the participation of the assignment in the final grade and every other detail that should be mentioned.
  - β) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of pronouncing topics, the applications to be used, the necessary technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the way the hyperlink is sent, the duration of the exam, the grading system, the participation of the exam in the final grade, the ways in which the inviolability and reliability of the exam is ensured and every other detail that should be mentioned.
  - γ) in case of **written examination with distance learning methods**: the instructions for assigning the topics, the way of submitting the answers, the duration of the exam, the grading system, the participation of the exam in the final grade, the ways in which the integrity and reliability of the exam is ensured and every other detail that should be mentioned.  
There should be an attached list with the Student Registration Numbers only of the beneficiaries to participate in the examination.