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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Name:** Developmental Psychology II  (Psychology of Adolescence) | | **Course Level:** Undergraduate | | | | **Language:** English | |
| **Course Code** | [**Prerequisites**](https://e-campus.isikun.edu.tr/CoursePrerequisites/Index) | | **Corequisites** | **(T + P hours)** | **ECTS Credit** | | **Type** |
| PSYC2302  (PSY 331) | PSYC2301 | | - | 3+0 | 6 | | Compulsory |
|  |  |  |  |  |  |  |  |

**Course objectives:** History of adolescent psychology, research methods, related theories, cognitive, physical, social, emotional and personality development dimensions.

**Course description:** Review of theories and current empirical research, and examination of biological, social and psychological factors during adolescence. Discussions of adolescence psychology in the light of recent societal changes. Discussions and follow up of contemporary adolescence psychology research. Social relationships with peers and parents in adolescence psychology. Conflicts and coping mechanisms during adolescence.

**Evaluation system (in percentages):**

|  |  |  |
| --- | --- | --- |
| **Midterm** | **Final** | **Total** |
| %40 | %60 | 100 |

**Reference**

Littlefield-Cook, J., Cook, G., Berk, L. E., & Bee, H. (2005). *Child development: Principles and perspectives* (Vol. 55, pp. 23-38). Allyn and Bacon.

**Weekly Course Topics**

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1. | Lifelong Development Perspective / Method in Developmental Psychology |
| 2. | Definition of Development, Basic Concepts and Development Principles |
| 3. | Piaget's Theory of Mental Development |
| 4. | Freud's Psycho-sexual Theory of Personality |
| 5. | Erikson's Psycho-social Theory of Personality |
| 6. | Birth / Newborn and Infancy |
| 7. | Physical / Cognitive Development in Early Childhood |
| 8. | Socio-Emotional Development in Early Childhood / Physical Development in Middle and Advanced Childhood |
| 9. | Cognitive Development in Middle and Advanced Childhood / Socio-Emotional Development in Middle and Advanced Childhood |
| 10. | Physical / Cognitive Development in Adolescence |
| 11. | Socio-Emotional Development in Adolescence |
| 12. | Physical / Cognitive / Socio-Emotional Development in First Adulthood |
| 13. | Physical / Cognitive / Socio-Emotional Development in Middle Adulthood |
| 14. | Physical / Cognitive / Socio-Emotional Development in Advanced Adulthood |

**Contribution of the Course to the Program Outcomes**

**Course Outcomes**

Students will gain the following knowledge and skills at the end of the course:

1.Compare and contrast the various theoretical concepts in adolescence psychology.

2.Describe scientific methods, research techniques and basic developmental studies in adolescent research.

3.Describe the difference in developmental areas during adolescence (e.g., difference between physical, cognitive and social development).

4. Design intervention studies for adolescent support.

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|  | **Program Outcomes** | **CO1** | **CO2** | **CO3** | **CO4** |
| 1. | To examine and compare different concepts in subfields of psychology and to have basic application skills. | X | X | X |  |
| 2. | To apply analytical and critical thinking skills in various fields of psychology, to be able to solve the problems related to the field with contemporary methods. |  |  |  | X |
| 3. | The student has the skills to interpret facts, events and data, to define and analyze problems, to develop solutions based on research and evidence by using the knowledge and skills they have acquired in the field. |  | X |  | X |
| 4. | Discussing and criticizing professional and ethical issues in program design and professional practice. |  |  |  |  |
| 5. | To explain the procedures and rules in psychological measurement and interview techniques, and to develop the ability to apply them at a basic level. |  |  |  |  |
| 6. | Adopting the rules of the positivist method and designing scientific research, collecting data, analyzing data and scientifically reporting the results. |  |  |  |  |
| 7. | To gain the basic principles of scientific thinking, to be able to separate and / or integrate the knowledge gained by other disciplines with a critical point of view. |  |  |  |  |
| 8. | To develop the competence for using the necessary information and communication technologies used to reach and spread information. |  |  |  |  |
| 9. | To use oral and written communication skills effectively both in Turkish and at least one foreign language. |  |  |  |  |
| 10. | Working effectively in individual and multidisciplinary research teams. |  |  |  |  |
| 11. | To develop respect for interpersonal and cultural diversity and to have social responsibility. |  |  |  |  |
| 12. | To be aware of psychological resilience, personal and professional development. |  |  |  |  |

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| Course Evaluation and ECTS Workload | | | |
| Types of Work | Number |  | |
|  |  |
|  | ECTS Workload |  |  |
|  |  | Time |  |
| Attendance | 14 | 3 | 42 |
| Final exam | 1 | 30 | 30 |
| Quizzes | 0 | 0 | 0 |
| Semester project | 0 | 0 | 0 |
| Assignments | 0 | 0 | 0 |
| Final project | 0 | 0 | 0 |
| Seminar | 0 | 0 | 0 |
| Duties | 0 | 0 | 0 |
| Presentation | 0 | 0 | 0 |
| Midterm | 2 | 18 | 36 |
| Project | 0 | 0 | 0 |
| Lab | 0 | 0 | 0 |
| Private lesson time | 0 | 0 | 0 |
| Other (Personal study) | 14 | 3 | 42 |
|  |  | Total workload | 150 |
|  |  | Total workload/25 | 6 |
|  |  | ECTS Credit | 6 |

**Teaching Methods and Techniques**: Lecture, Discussion, Practice

**Prepared By:**  **Date:**