



Faculty of Arts and Social Sciences
Psychology

Syllabus

Introduction to Psychology and the Individual from a Developmental Perspective

Course Code:	PSG010
Course Title:	Introduction to Psychology and the Individual from a Developmental Perspective <i>Introduktion till psykologi och människan i ett utvecklingsperspektiv</i>
Credits:	30
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has only upper-secondary level entry requirements (G1N)

Major Field of Study:
PSA (Psychology)

Course Approval

The syllabus was approved by the Faculty of Arts and Social Sciences 2019-02-25, and is valid from the Autumn semester 2019 at Karlstad University.

Prerequisites

General admission requirements plus upper secondary level Mathematics 2a/2b/2c/ and Civics 1b/1a1+1a2, or upper secondary level Mathematics B and Civics A

Learning Outcomes

Module 1 Introduction to the psychology profession and psychology studies (2 ECTS cr)

Upon completion of the module, students should be able to:

- describe the development of the psychology profession and present day position in a social,

organisational, and scientific perspective,

- give an account of the meaning of being a psychologist based on an evidence-based approach
- describe the relevance of the psychology profession to health promotion,
- identify the challenges and success factors in studying psychology, and
- demonstrate knowledge of basic information retrieval.

Module 2 Development psychology in a life span perspective (20 ECTS cr)

Upon completion of the module, students should be able to:

- describe central theories in developmental psychology,
- describe different aspects of development and relate these to the different phases in the individual's development,
- give an account of human development at different ages in a life cycle perspective,
- give an account of and discuss knowledge of developmental psychology orally and in writing,
- critically review developmental psychological theories in a contextual setting in terms of gender, ethnicity, sexual orientation, and culture,
- reflect on how intersectional factors affect human development,
- give an account of and explain the meaning of different risks and risk factors in childhood and adolescence,
- give an account of, explain the meaning of, and critically reflect on central developmental psychopathological concepts and theories, and
- give an account of alternative models of understanding developmental psychopathological disorders.

Module 3 Theory of science and methods 1 (6 ECTS cr)

Upon completion of the module, students should be able to:

- give an account of basic theory of science concepts and research ethical and methodological concepts in psychology,
- describe and argue for the foundation of the evidence-based perspective,
- assess the advantages and disadvantages of experimental and non-experimental methods,
- identify and choose a method to carry out and report the results of statistical testing, and
- perform basic parametrical and non-parametrical analyses.

Module 4 Self-reflection, communication and professional competencies (2 ECTS cr)

Upon completion of the module, students should be able to:

- identify the differences and similarities between being professional and being personal,
- give an account of how the perspectives of others can improve self-knowledge,
- give an account of how the methods of family mapping and the life-line interview can be used for describing ourselves,
- reflect on themselves in a group session,
- discuss integrity and participation in terms of the concepts professional/personal, and
- give an account of the method reflecting team.

Content

The course comprises four modules:

Module 1, Introduction to the psychology profession and psychology studies, treats the history of the psychologist profession, nationally and internationally. Students are introduced to study techniques, information retrieval, and academic writing.

Module 2, Development psychology in a life span perspective, deals with central theories in developmental psychology and current research in the field. Human development in a life span perspective from birth to ageing is discussed and related to the cognitive, emotional, and social development of each developmental phase. The interplay between biological, psychological, social, and cultural factors of development are discussed along with intersectional and gender equality issues. The relation between ethnicity, identity, and family patterns is treated and the cultural bias of developmental theories problematised. Central concepts and theories in developmental psychopathology, for example, the risk and vulnerability model, the ecological model, development lines and development information,

trauma theory, neuropsychological disorders, bonding disorders, and family system theory.

Module 3, Theory of science and methods I, deals with the three components theory of science, methods, and statistics. The foundations of the evidence-based perspective are presented but the main focus is on basic experimental and non-experimental quantitative methods with a focus on statistical analysis, and an introduction to qualitative research methods.

Module 4, Self-reflection, communication and professional competencies, deals with professionalism, presentation techniques, self-representation, and applications of the life span perspective and the family system perspective. Observations in clinical practice such as child health and maternity clinics working with families from a health promotion perspective are included. Students meet psychologists and other professional groups who share their experiences.

Reading List

See separate document.

Examination

Assessment of learning outcomes is based on:

Module 1: active attendance in workshops, and an individual written report presented and discussed in a mandatory seminar.

Module 2: a written exam, individual written hand-in assignments, and active participation in mandatory seminars where assignments are presented and discussed.

Module 3: a written exam.

Module 4: individual written reports, oral reflections, and active participation in mandatory seminars where assignments are presented and discussed.

Grades

One of the grades Distinction (VG), Pass (G) or Fail (U) is awarded in the examination of the course.

Quality Assurance

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

Course Certificate

A course certificate will be provided upon request.

Additional information

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.