

Course Description
Title of the Course: Developmental Psychology

Aim of the course

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The aim of the course is to lay the foundations of theory-based thinking in the psychologist's practical work with infants, children, and adolescents. To give knowledge about developmental risk, protective factors and resilience. To give insight into family and other risk factors and its implication for child development. The different family constellations and risk factors will be discussed in the next theoretical frameworks: ecological theory, transactional model, life span development perspective, family as a system theory.

Learning outcome, competences

knowledge:

- knowledge about ecological theory, transactional model, family as a system theory
- knowledge about developmental risk, protective factors and resilience
- understanding family structure and its roles in development
- understanding the multidetermined nature of the parenting role
- understanding risk mechanisms and developmental pathways

attitude:

- capable of thinking in system theories; complex view of the multidetermined feature of development
- intention to view the child and the family in its context
- life span development perspective
- tolerance toward differences in families

skills:

- capable of thinking in risk and protective factors and in circular cause and consequences
- capable to understand what roles certain risk factors might play in a child's life

Content of the course

Topics of the course

- models of development
- risk, protective factors and resilience
- life span development
- divorce, single parenting, patchwork families
- risk factors in families: alcoholism, parental mental health problems
- chronic illness in the family, well siblings
- child maltreatment
- bullying

Learning activities, learning methods

- lecture

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

- End-of-term exam

mode of evaluation:1-5 grades....

criteria of evaluation:

- level of knowledge and understanding

Reading list

Compulsory reading list

- Berg-Nielsen, T. S., Vikan, A., Dahl, A., A. (2002): Parenting Related to Child and Parental Psychopathology: A Descriptive Review of the Literature. *Clinical Child Psychology and Psychiatry*, 7; 529-552.
- Carle, A. C., Chassin, L. (2004): Resilience in a community sample of children of alcoholics: Its prevalence and relation to internalizing symptomatology and positive affect. *Applied Developmental Psychology* 25 (2004) 577–595
- Font, S. A., Berger, L. M. (2015): Child Maltreatment and Children's Developmental Trajectories in Early to Middle Childhood. *Child Development*, 86, 2, 536–556.
- Goldberg, S., DiVitto, B. (2002): Parenting children born preterm. Bornstein, M. H. (ed.): *Handbook of parenting*. Vol. 1. Lawrence Erlbaum Associates. 329-355.
- Graham-Bermann, S. A., Gruber, G., Howell, K. H., Girz, L. (2009): Factors discriminating among profiles of resilience and psychopathology in children exposed to intimate partner violence (IPV). *Child Abuse & Neglect*, 33, 648-660.
- Hildyard, K.L., Wolfe, D. A. (2002): Child neglect: developmental issues and outcomes. *Child Abuse & Neglect*, 26, 679–695.
- Masten, A. S., Coatsworth, J. D. (1998): The Development of Competence in Favorable and Unfavorable Environments: Lessons From Research on Successful Children. *American Psychologist*, 53, 2, 205-220.
- Raikes, H.A., Ross, T., Thompson, A. (2005): Links between risk and attachment security: Models of influence. *Applied Developmental Psychology* 26, 440–455
- Sameroff, A.J. (1993): Models of development and developmental risk. In C.H. Zeanah, Jr. (Ed), *Handbook of Infant Mental Health*. New York: Guilford, 3-13.
- Stassen Berger, K. S. (2007): Update on bullying at school: Science forgotten? *Developmental Review*, 27 (1), 90–126.
- Tyler, K. A. (2002): Social and emotional outcomes of childhood sexual abuse. A review of recent research. *Aggression and Violent Behavior*, 7, 567–589.
- Vu, N. L., Jouriles, E. N., McDonald, R., & Rosenfield, D. (2016). Children's exposure to intimate partner violence: a meta-analysis of longitudinal associations with child adjustment problems. *Clinical psychology review*, 46, 25-33.
- Werner, E.E. (2000): Protective factors and individual resilience. In S.J. Meisels & J.P. Shonkoff (Eds.): *Handbook of early childhood intervention*. Cambridge: Cambridge University Press, 115-132.

Recommended reading list

- Bayer, J. K., Sanson, A. V., Hemphill, S. A. (2006): Parent influences on early childhood internalizing difficulties. *Journal of Applied Developmental Psychology*, 27, 542–559.
- Davidson, L. M., Baum, A. (1990): Posttraumatic stress disorder in children following natural and human-made trauma. In Lewis, M., Miller, F. M. (Eds.), *Handbook of developmental psychopathology*, New York: Plenum. 251-259.
- Earley, L., & Cushway, D. (2002): The Parentified Child. *Clinical Child Psychology and Psychiatry*, 7(2), 163-178.
- Eiser, C. (1990): Psychological effects of chronic disease. *Journal of Child Psychology and Psychiatry*, 31, 85-98.
- Garbarino, J & Ganzel, B. (2000); The human ecology of early risk. In: J.P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention*. Cambridge Univ. Press, 76-93.
- Masten, A. S., Narayan, A. J. (2012): Child Development in the Context of Disaster, War, and Terrorism: Pathways of Risk and Resilience. *Annual Review of Psychology*, 63: 227-257
- Vousoura, E.; Verdeli, H.; Warner, V.; Wickramaratne, P.; Baily, Ch.(2012): Parental divorce, familial risk for depression, and psychopathology in offspring: A three-generation study. *Journal of Child & Family Studies*. 21, 5, p718-725.