

Developmental Psychology 1

Utvecklingspsykologi 1 - grunder och teorier
7.5 credits

Single subject and programme course

735G72

Valid from: 2016 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Psychology	
Date determined	Course level	Progressive specialisation
2016-03-18	First cycle	G1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Psychology	
Offered first time	Offered for the last time	
Spring semester 2016		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Course offered for

- Psychologist Programme

Entry requirements

General entry requirements apply for admission to the course, and the student should also be admitted to the Psychologist Programme and satisfy the requirements for the existing threshold rules.

Intended learning outcomes

On completion of the course, the student should be able to:

- based on different perspectives, understand and reflect on various types of group structure and development and how they are manifested in different group processes, related to the context of the group, its assignment and its working method.
- describe and reflect on how different roles emerge and interact, based on the general function and need of the group, and specifically the interplay between leadership and followership.
- have an understanding of the consequences of various types of constructive and destructive forces for the interplay within and between groups.
- have a basic understanding of conflicts that may arise within and between groups.
- observe the importance of diversity, and be able to critically reflect on central concepts, theoretical perspectives and empirical research findings concerning group psychological phenomena.
- reflect on the own role and contribution in different groups, specifically in small groups, and have an understanding of the process and dynamics of the own work group.
- plan, carry out and report an observational study of an authentic group.

Course content

The student should acquire basic knowledge of the structures and processes in small and large groups and how they may be manifested in different contexts.

Teaching and working methods

A large part of the course is devoted to tutorial group work. The teaching/working method in other respects are in the form of lectures, seminars, field studies and oral and written assignments. In addition to this, the student should study independently, individually and/or in groups.

Examination

Written examination, and oral and written presentation of compulsory exercises and written assignments. Active participation in the tutorial group work and completion of the of observational studies are also required.

Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.