

<i>Course Name</i>	
Developmental psychology (part I) – Infancy, Toddlerhood and Early Childhood	
<i>Lecturer:</i> Prof. Ivan Dimitrov	
<i>Seminars:</i> Chief Asst. Prof. Camellia Hancheva	
<i>Type of course</i> Obligatory	<i>Educational degree</i> Bachelor's
<i>Year</i>	<i>Semester</i> winter
<i>ECTS</i>	<i>Workload</i> 60 hours (30 lectures+ 30 seminars)
<i>Type of education</i> Full-time education	<i>Language</i> English
<i>Assessment</i> Written exam, a term paper	

Exam

Course requirements:

- Attendance of min two thirds of the classes.
- One out of three written homework essays.
- A term paper.

Course aims

The course provides basic knowledge of human cognitive, emotional, personal and social development as a comprehensive study of multiple lines of human development from infancy to middle childhood. It is grounded in classical and incorporates latest research to form a systematic view of child development, and sensitivity to cultural and historical context. Comparative look at theories of early development form one of the basic foundations for understanding of mind, structural configurations of psychic, adaptive and maladaptive functioning.

In successful completion of the course students acquire skills for formulating a critical stance on issues of children's actions, interactions, performance and experience.

1. **Developmental psychology – objectives and methods. Methodological issues and sources.** Research principles, methods, and designs. Models of psychological development.
2. **The newborn period.** Human reflexes and their role in development. Physical and motor development.
3. **Development of perception** (infancy to early childhood). Perceptual modalities. Perception of form, size, and depth. Intermodal perception. Object constancy.
4. **Cognitive development** (infancy to early childhood). J. Piaget's theory of intellectual development. Sensorimotor and preoperational thinking. Neo-Piagetian theories. L.S. Vygotski's theory of development of thinking and verbal concepts. Development of imagination
5. **Information processing approach to cognitive development.** Attention development. ADHD; Development of memory –short term and working memory, long term memory, scripts and episodic memory.
6. **Language acquisition and development of speech.** Preliminary stages – Language receptivity, early vocalizations. Phonetic, semantic, grammatical and pragmatic aspects. Speech forms: monologic/dialogical, situational/contextual, inner/egocentric.
7. **Psychodynamic approach to early development. Psychoanalytic theory of S. Freud.** Stage characteristics in psycho-sexual (affective) development.
8. **Psychodynamic approach to early development. Epigenetic theory of E. Erikson.** Stages in psychosocial development.

9. **Attachment theory (J. Bowlby M. Ainsworth).** Phases in attachment formation. Patterns of attachment. Factors, influencing development of secure attachment. Transitional objects and transitional phenomena, attachment to nonsocial objects.
10. **Development of Self-consciousness, mentalization and reflexivity.**
11. **Psychosocial development – communication and interactions with parents, other care-givers and peers.** Structure of communicative activity, origin of its components (needs, motives, means). Styles of parenting. Psychology of play.

<i>Course Name</i>	
Developmental psychology (part II) – Middle Childhood to Adolescence	
<i>Lecturer:</i> Prof. Plamen Kalchev	
<i>Seminars:</i> Chief Asst. Prof. Camellia Hancheva	
<i>Type of course</i> Obligatory	<i>Educational degree</i> Bachelor's
<i>Year</i>	<i>Semester</i> Summer
<i>ECTS</i>	<i>Workload</i> 60 hours (30 lectures+ 30 seminars)
<i>Type of education</i> Full-time education	<i>Language</i> English
<i>Assessment</i> Multiple choice test, a term paper	

Exam

Course requirements:

- Attendance of min two thirds of the classes.
- One out of three written homework essays.
- A term paper.

Course aims

An integration of ever growing body of knowledge on adolescence is made for providing a holistic view of young person. Universality & diversity in developmental trajectories are considered. Focus is set on relational dimensions. The process of adolescence and its vicissitudes are studied in the context of contemporary social, political, economic and cultural changes. Achievement of knowledge and understanding of continuity and change in adolescence development provides a firm ground for meeting contemporary challenges of applied developmental science and research.

1. **School readiness. Process of learning – basic theories, learning motivation, test anxiety, attributions and Self-efficacy.**
2. **Cognitive development in middle childhood.** Concrete operational thought. Attention and memory development.
3. **Emotional and psychosocial development in middle childhood.** Development of basic emotions and affective regulation. Understanding emotions in others. Peer relations: acceptance and status; friendship, bullying and peer victimization.
4. **Physical and physiological changes of puberty – effects on psychological development.** Early and late maturational effects. Body-image and Self-acceptance.
5. **Cognitive development in adolescence.** Characteristics of Formal operational thought. Academic achievements and attitudes to school.
6. **Strive for autonomy and parent-adolescent relations.** Psychosexual development in genitality S. Freud.
7. **Psychosocial Development in adolescence.** Identity status, values and career development
8. **Peer relations in adolescence (1)** Cliques and crowds formation. Peer acceptance, strive for individuality and adolescent conformity.
9. **Peer relations in adolescence (2).** Friendship and love. Adolescent sexuality. Gender stereotypes.
10. **Aggression and prosocial behaviour.** Types of aggression, development of aggressive and prosocial behaviour in ontogenesis.
11. **Moral development.** Biological perspective on moral development. Morality as acquisition of social norms – psychoanalytic and social learning theories. Morality as reasoning and interpretation

of social reality – cognitive theories of J. Piaget, L. Kohlberg, and C. Gilligan. Stages of moral reasoning. Moral self-regulation.

12. **Atypical paths of development.** Anxiety, depression, suicide, conduct disorders, delinquency, alcohol/drug abuse. Stress and coping.