

Recent Theories on Developmental Psychology (H002118)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0

Study time 150 h

Course offerings and teaching methods in academic year 2026-2027

A (semester 1)

Dutch

Gent

seminar

lecture

Lecturers in academic year 2026-2027

Vansteenkiste, Maarten

PP07

lecturer-in-charge

Morbée, Sofie

PP07

co-lecturer

Offered in the following programmes in 2026-2027

	crdts	offering
Bachelor of Science in Psychology(main subject Clinical Psychology)	5	A
Bachelor of Science in Psychology(main subject Education)	5	A
Bachelor of Science in Psychology(main subject Personnel Management and Industrial Psychology)	5	A
Bachelor of Science in Psychology(main subject Theoretical and Experimental Psychology)	5	A
Bachelor of Arts in Moral Sciences	5	A
Bachelor of Arts in Philosophy	5	A
Bachelor of Science in Psychology (Joint Section)	5	A

Teaching languages

Dutch

Keywords

Contemporary developmental psychology, behavioral observation, behavioral interpretation, developmental stages, development theories, internalization, identity development, (dis)obedience, change, parenting.

Position of the course

This course provides an in-depth exploration of the field of developmental psychology, focusing on contemporary developmental psychological frameworks that build upon classical developmental psychological theories, as well as on research methods specific to developmental psychology. Additionally, this course offers an overview of various developmental psychological themes, with particular emphasis on how socializing agents can nurture the growth of children and adolescents.

This course contributes primarily to Block 2 (Models in Psychology) in the Psychology program and specifically to the component 'Psychological Models'. It also serves as the foundation for a second advanced course module in the domain of developmental psychology: Lifespan Psychology (H002130).

Contents

Theory: the course contains the following themes:

- Psychological needs
- Internalization and ownership
- Autonomy development and moral functioning
- Different types of stability versus change
- Obedience, defiance and resistance
- Identity and identity development
- Parenting and psychosocial development

Initial competences

This course builds upon Developmental Psychology.

Final competences

- 1 To relate and to situate theoretical concepts from different theoretical perspectives.
- 2 To illustrate and translate theoretical concepts to daily life.
- 3 To know the age-bounded change in developmental skills.
- 4 To be acquainted with the recent developments in the domain.
- 5 To analyze and to interpret research results as well as to relate research results to the original research question.
- 6 To understand the interplay between different developmental skills within a particular age period

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture

Extra information on the teaching methods

- During the lectures, the theory is presented as interactive as possible to maximize student engagement in the learning process. Guided exercises are used for this purpose. Attendance at the lectures is not mandatory, but it is recommended to facilitate the processing of course content.
- For the tutorials, students choose one of offered developmental psychological themes. Students collect information themselves through a home visit with one family regarding their chosen developmental psychological theme. This information is used to develop skills such as scoring questionnaires and interpreting information obtained during a home visit. Necessary skills are practiced through learning paths, guided exercises, and an on-campus skills training.

Below is an overview of the structure of the tutorials:

- Tutorial 1 consists of guided exercises, a skills group, and a learning path. The focus of this part is on learning to collect data in an ethically correct manner.
 - In the session with guided exercises, students delve deeper into the theoretical basis of the chosen theme and the study is explained.
 - During the skills group, students are guided in conducting the research.
 - The learning path contains information on the practical organization of the tutorials.
- Tutorial 2 consists of guided exercises and a learning path.
 - During the session with guided exercises, the instructor will address the collected data at the group level and teach students to interpret this data correctly at the group level.
 - Within the learning path, students work on scoring the data collected during the home visit.
- Participation in all components of Tutorial 1 and 2 is mandatory (except for the learning paths) because crucial skills are taught and practiced here for data collection from participants and to process and interpret this data.

Study material

Type: Handbook

Name: Vitamins for growth.

Indicative price: € 75

Optional: no

Language : Dutch

Author : Maarten Vansteenkiste en Bart Soenens

ISBN : 978-9-46292-286-0

Number of Pages : 712

Online Available : No

Available in the Library : Yes

Available through Student Association : Yes
Usability and Lifetime within the Course Unit : regularly
Usability and Lifetime within the Study Programme : regularly
Usability and Lifetime after the Study Programme : regularly

Type: Handouts

Name: Handouts lessons HOPT
Indicative price: € 10
Optional: no
Language : Dutch
Available on Ufora : Yes
Online Available : Yes
Available in the Library : No
Available through Student Association : No
Usability and Lifetime within the Course Unit : regularly
Usability and Lifetime within the Study Programme : one-time
Usability and Lifetime after the Study Programme : regularly

References

- Grolnick, W. S. (2003). *The psychology of parental control: How well-meant parenting backfires*. Mahwah, NJ: Erlbaum.
- Grusec, J. E., & Hastings, P. D. (2015). *Handbook of socialization: Theory and research*. New York: Guilford Press,
- Leary, M. R., & Tangney, J. P. (2003). *Handbook of self and identity*. New York: Guilford Press
- Schwartz, Z. J., Luyckx, K., & Vignoles, V. L. (2011). *Handbook of identity theory and research*. New York: Springer-Verlag.
- Ryan, R. M. (2012). *Oxford handbook of human motivation*. London: Oxford.
- Ryan, R. M. & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press, NY.

Course content-related study coaching

- Interactive support by Ufora
- By appointment

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Written assessment with multiple-choice questions, Written assessment with open-ended questions

Examination methods in case of periodic assessment during the second examination period

Written assessment with multiple-choice questions, Written assessment with open-ended questions

Examination methods in case of permanent assessment

Participation

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

- Periodic Evaluation:
 - Written evaluation with 40-45 multiple-choice questions on the tutorials that gauge (a) memorization of learning content, (b) deep understanding of learning content, (c) application of knowledge, and (d) interpretation of research findings.
 - 5 questions on the tutorials, including 1 open question
- Non-periodic Evaluation: Participation:
 - The student participated in all components of Tutorial 1 and 2 (except learning paths).
 - The student collects the data in an ethical and accurate manner. This data is correctly submitted in the format provided by the instructor. The student calculates the scale scores of their own participant correctly.

Calculation of the examination mark

- The final score is determined by participation in the periodic evaluation and

participation in the non-periodic evaluation. Within the periodic evaluation, questions from the lectures contribute 80%, while questions from the tutorials contribute 20%.

- The final score corresponds to the score on the periodic evaluation except in the following situation: If one of the participation criteria is not met, the final score is reduced to the highest non-passing grade (7/20) if the final grade is higher.

Facilities for Working Students

Possibility to choose a tutorial group that can be combined with the working schedule.