

## Lifespan Psychology (H002130)

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

**Credits 4.0**

**Study time 120 h**

### Course offerings and teaching methods in academic year 2026-2027

A (semester 1)

English

Gent

lecture

### Lecturers in academic year 2026-2027

Beyers, Wim

PP07

lecturer-in-charge

Giletta, Matteo

PP07

co-lecturer

Soenens, Bart

PP07

co-lecturer

### Offered in the following programmes in 2026-2027

[Bachelor of Science in Psychology\(main subject Clinical Psychology\)](#)

**crdts**

4

**offering**

A

[Bachelor of Science in Psychology\(main subject Education\)](#)

4

A

[Exchange Programme in Psychology](#)

4

A

[Linking Course Master of Science in Psychology\(main subject Clinical Psychology\)](#)

4

A

### Teaching languages

English

### Keywords

Methods and models in developmental psychology, Lifespan research, Attachment research with infants, Family research with adolescents, Romantic relationships in adolescence and young adulthood, Research on cognitive development and cognitive aging

### Position of the course

This course builds on the knowledge provided in the courses Developmental Psychology in the first two bachelor years and offers a deepening of knowledge on a number of specific topics in development psychology that are relevant for future clinical or educational psychologists. This way, this course aims to add to the scientific and reflective attitude of students in these tracks.

### Contents

A selection of topics based on recent research around developmental psychological themes covering the complete lifespan is covered, for example:

- Self-representation and attachment in infants;
- Cognitive development of children;
- Reciprocity in parent-child relationships;
- Autonomy and separation from parents during adolescence;
- The sequential development of separation, autonomy, identity and intimacy in the lifespan;
- Parenting adolescents;
- Identity development in the lifespan;
- Research on families from a developmental perspective;
- Leaving home during emerging adulthood;
- Attachment in the life course: The prototype hypothesis;
- Loneliness and meaning making in old age;
- Selection, optimization and compensation in old age;
- Cognitive aging: Environmental and genetic influences.

### Initial competences

This course builds on certain course competences of [Developmental Psychology](#) &

### Final competences

- 1 To define, to situate and to demonstrate implications of theoretical concepts in developmental psychology
- 2 To be acquainted with the recent developments in developmental psychology.
- 3 To choose adequate research approaches and methods for the study of change and development.
- 4 To understand the interplay between developmental skills and phenomena and functioning of people in different age periods.
- 5 To analyse and to interpret research results and to relate them to the original research question.
- 6 To select and to integrate literature with the purpose of developing an original research question.
- 7 Communicate results of scientific research in developmental psychology to a broader audience.
- 8 To develop a positive vision on human beings and to be able to defend this.
- 9 To reflect on the interaction between psychology and the public debate.
- 10 To reflect on the interaction between psychology and policy issues.

### Conditions for credit contract

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

### Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

### Teaching methods

Lecture

### Extra information on the teaching methods

For **regular students**, in plenary lectures, the lecturer provides insight in the content and methods of empirical research articles on a topic in developmental psychology, that the students have read independently and in advance. Moreover, concrete research methods of developmental psychology are explained and demonstrated. Additionally, during these lectures we will discuss the principles of clear research communication to a broader audience.

The **student-teachers - teachers in training - in a LLO-trajectory** have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory. The assignments are elaborated in a manual. There are a number of contact-moments, intervision and coaching. A full LLO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LLO-trajectory on a part-time basis. A candidate with a LLO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory.

### Study material

Type: Syllabus

Name: Syllabus Lifespan Psychology 2025-26

Indicative price: € 12

Optional: no

Language : English

Number of Pages : 280

Available on Ufora : No

Online Available : Yes

Available in the Library : No

Available through Student Association : No

Additional information: for sale at Top Copy

### References

- Beyers, W. (2004). Emotioneel loskomen van de ouders tijdens de adolescentie. In L. Goossens, D. Hutsebaut, & K. Verschueren (Eds.), *Ontwikkeling en levensloop. Liber amicorum Alfons Marcoen* (pp. 171-190). Leuven: Universitaire Pers.
- Collins, L. M., & Sayer, A.G. (Eds.) (2001). *New methods for the analysis of*

*change*. Washington, DC: American Psychological Association.

- Conger, R., Cui, M., Bryant, C., & Elder, G. (2000). Competence in early adult romantic relationships: A developmental perspective on family influences. *Journal of Personality and Social Psychology*, 79, 224–237.

#### **Course content-related study coaching**

Support through Ufora and e-mail.

#### **Assessment moments**

end-of-term 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**

#### **Possibilities of retake in case of permanent assessment**

not applicable

#### **Extra information on the examination methods**

Language of end-of-term evaluation can be freely chosen: Dutch or English.

The exam comprises

- multiple choice question for each topic
- one open question: clarification/explanation/background on a concrete case/question provided by parents/school/CHS/OKRA/..., based on the subject matter of this course

#### **Calculation of the examination mark**

A combination of points on the multiple choice questions and the open question at the exam.

#### **Facilities for Working Students**

Participation in extra exam sessions