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|-----------------------|---------------------------------|
| <b>COURSE TITLE</b>   | <b>DEVELOPMENTAL PSYCHOLOGY</b> |
| <b>COURSE CODE</b>    | <b>20BN0610</b>                 |
| <b>COURSE CREDITS</b> | <b>1</b>                        |

**Objective:**

- 1 Explain the theories related to the development of an individual Describe prenatal development and special concerns related to the prenatal development
- 2 Explain the dimensions of development and special concerns related to infancy
- 3 Explain the dimensions of development and special concerns related to early childhood
- 4 Discuss the characteristics, dimensions of development and special concerns related to adolescence
- 5 Explain the characteristics, dimensions of development and special concerns related to adulthood
- 6 Describe the dimensions of development and special concerns related to elderly

**Course Outcomes:** After completion of this course, student will be able to:

- 1 Describe growth and development, Explain the theories related to the development of an individual
- 2 Describe prenatal development and special concerns related to the prenatal development Explain the dimensions of development and special concerns related to infancy
- 3 Explain the dimensions of development and special concerns related to early childhood
- 4 Explain the characteristics, dimensions of development and special concerns related to middle and late adulthood
- 5 Discuss the characteristics, dimensions of development and special concerns related to adolescence
- 6 Explain the characteristics, dimensions of development and special concerns related to adulthood, Describe the dimensions of development and special concerns related to elderly

**Pre-requisite of course:**The module is designed to assist the students to acquire knowledge regarding the various dimensions of development and special concerns related to various age groups and to develop an insight into the problems of various age groups. Further it is aimed at helping the students to recognise the deviated behaviours of various age groups and apply the principles and strategies of mental hygiene for the promotion of mental health and prevention, diagnosis and management of mental illness

**Teaching and Examination Scheme**

| <b>Theory Hours</b> | <b>Tutorial Hours</b> | <b>Practical Hours</b> | <b>ESE</b> | <b>IA</b> | <b>CSE</b> | <b>Viva</b> | <b>Term Work</b> |
|---------------------|-----------------------|------------------------|------------|-----------|------------|-------------|------------------|
| 1                   | 0                     | 0                      | 50         | 50        | 0          | 0           | 0                |

| <b>Contents :<br/>Unit</b> | <b>Topics</b>  | <b>Contact<br/>Hours</b> |
|----------------------------|--|--------------------------|
| 1                          | <b>Introduction</b><br>Definition - Growth and development , Definition - Developmental psychology , Difference between growth and development , Dimensions of growth and development, Stages of development , Principles of development , Characteristics of development , Factors influencing the growth and development , Scope of developmental psychology   | 2                        |
| 2                          | <b>Theories related to development</b><br>Sigmund Freud Psychosexual development , Erik Erikson Psychosocial development , Piaget theory of cognitive development , Kohlberg's theory of moral development   | 2                        |
| 3                          | <b>Prenatal development</b><br>Term: Prenatal development , Stages of prenatal development , Principles of hereditary and twins mechanism , Factors affecting the prenatal development , Process of labour , Complications during labour that affects the transition period, Postnatal period , Complications in postnatal period that affects the transition period , Measures to reduce the risk during prenatal development, process of labour and postnatal period , Genetic counselling , Rooming in or KMC   | 3                        |
| 4                          | <b>Infancy</b><br>Definition - Newborn and infancy , Normal characteristics of infancy, Dimensions of growth and development in infancy: o Physical, physiological and motor development o Cognitive development or intellectual development o Emotional development o Social development o Moral or character development o Language development , Special concerns in infancy , Remedial measures: Prevention and management , Newborn care and its significance, Breastfeeding and weaning and its significance, Parenthood , Low birth weight and its developmental consequences , Early infant stimulating programme        | 2                        |
| 5                          | <b>Early childhood</b><br>Definition - Toddler and preschooler , Normal characteristics of toddler and preschooler , Dimensions of growth and development in toddler and preschooler: o Physical and motor development o Cognitive development or intellectual development o Emotional development o Social development o Moral or character development o Language development , Special concerns in toddler and preschooler , Remedial measure: Prevention and management, Lower order basic needs according to Maslow and its significance , Parent child bonding and its significance , Toilet training and its significance | 2                        |

| <b>Contents :<br/>Unit</b> | <b>Topics</b>   | <b>Contact<br/>Hours</b> |
|----------------------------|---|--------------------------|
| 6                          | <b>Middle and late childhood</b><br>Definition - School going children , Normal characteristics of School going children , Dimensions of growth and development in middle and late childhood: o Physical and motor development o Cognitive development or intellectual development o Emotional development o Social development o Language development o Moral or character development, Special concerns in school going children, Remedial measure: Prevention and management , Role of discipline in moral development , Role of play in the process of development , Effect of parental employment in the process of development , Effect of mass media in the process of development , Role of peer group in the process of development , Role of behavioural technique in the process of development , Parenting style and its signifance , School based mental health programme and services , Teacher student relationship and its significance | 2                        |
| 7                          | <b>Adolescence</b><br>Definition - Adolescence and puberty , Review: o Physiological and hormonal changes o Sexual maturation: primary and secondary characteristics o Psychological impact of puberty , Need for understanding the adolescence , Normal characteristics of adolescence , Misunderstanding about adolescence , Adjustment and adolescence , Dimensions of development in adolescence: o Cognitive development or intellectual and mental development o Personality development o Emotional development o Social development o Moral development , Special concerns in adolescence, Remedial measure: Prevention and management , Role of peer group or gang in the process of development , Role of parent, family and its relationship in the process of development   | 3                        |
| 8                          | <b>Adulthood</b><br>Definition - Early adulthood and middle adulthood , Physical changes in adulthood, Cognitive changes in adulthood , Personality development in adulthood , Emotional development in adulthood , Social development in adulthood, Unique issues in adulthood: career, marriage, parenthood , Special concerns in adulthood , Remedial measure: Prevention and management   | 2                        |
| 9                          | <b>Elderly</b><br>Definition - Geriatric, Elderly , Theories of elderly , Physiological changes in elderly , Psychosocial changes in elderly , Special concerns in elderly , Remedial measure: Prevention and management , Terminal illness and elderly , Death and dying: Grief, palliative and hospice care   | 2                        |
| <b>Total Hours</b>         |   | <b>20</b>                |

**Textbook :**

- 1 ELECTIVE MODULES BSc Nursing Program (Modular content outline), INDIAN NURSING COUNCIL, INDIAN NURSING COUNCIL, 2022

**References:**

- 1 ELECTIVE MODULES BSc Nursing Program (Modular content outline), ELECTIVE MODULES BSc Nursing Program (Modular content outline), INDIAN NURSING COUNCIL, INDIAN NURSING COUNCIL, 2022

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process

| Distribution of Theory for course delivery and evaluation |            |       |         |          |                                  |
|---|------------|-------|---------|----------|----------------------------------|
| Remember / Knowledge                                      | Understand | Apply | Analyze | Evaluate | Higher order Thinking / Creative |
| 0.00  | 0.00       | 35.00 | 35.00   | 30.00    | 0.00                             |

**Instructional Method:**

- 1 lecture cum discussion

**Supplementary Resources:**

- 1 N/A