Institution: Kolping Higher Education Institution (KHEI)
Study programme: Child welfare and social security

SUBJECT PROGRAMME

1. Name of the subject	2. Credits
THEORIES OF CHILD DEVELOPMENT	**5 ECTS (132 ac. hrs.)**

3. Correlation between the learning outcomes of the program and the subject, teaching / learning methods and methods for evaluation of student's achievements

Learning outcomes of the program	Learning outcomes of the subject	Teaching / learning methods	Student achievement assessment methods
1.The graduate will know the psychosocial problems of a child and his/her family and their complex manifestation; the graduate will be well versed in social policy, social security measures, administration of social services and will be able to apply this knowledge in the field of child welfare and social security.	1. To describe the stages of child development and basic physic, cognitive, psychosocial characteristic of child development.	Theoretical lectures. Case study. Analysis and discussion of video material. Independent written work - study of literature, preparation and presentation of a report in the group.	Testing. Open questions test. Written paper work and its oral presentation. Case analysis. Practical written exercises.
	2. To evaluate and analyse characteristics of child's development at different stages of development.	Theoretical lectures. Practical tasks during seminars. Exercises. Group discussion. Role-playing. Situation modelling. Work in pairs and small groups. Case study. Analysis and discussion of video material. Independent written work - study of literature, preparation and presentation of a report in the group.	Testing. Open questions test. Written paper work and its oral presentation. Practical work during seminars. Case analysis. Practical written exercises.
	3. To analyse the factors influencing the child's development process.	Theoretical lectures. Practical tasks during seminars. Exercises. Group discussion. Role-playing. Situation modelling. Work in pairs and small groups. Case study. Analysis and discussion of video material. Independent written work - study of literature, preparation and presentation of a report in the group.	Testing. Open questions test. Written paper work and its oral presentation. Practical work during seminars. Case analysis. Practical written exercises.

4. Abstract (maximum 200 words; describes relevance of the subject)

Students are introduced to the basic theories and concepts of child development, they are provided with knowledge about the physical, psychological, social and cognitive development of the child. During the course students analyse the different contexts influence on the child's development. The understanding of the child's personality development from prenatal to youth is formed. Students are introducing to human life periodization and characteristics of different ages. It is also formed by students' skills of self-study and analyses of scientific literature on child development, students are encouraging for practical insights and they are teaching to apply their theoretical knowledge in practical areas for solving the social problems.

5. Main topics of the subject and the number of hours

No.	Names of the topics	The number of contact hours			The number of hours for self-study
		Theory	Practical work	Consultation	
1.	Introduction to the Subject: Purpose, Structure, and Requirements. Subject scope, aims and objectives. Logical structure of topics and learning sequence. Assessment system and requirements, academic integrity principles. Overview of recommended literature and international sources.	0,5			
2.	The concept of child development theories, objectives, object, structure	0,5	1		3
3.	Prenatal development and birth	2	2		6
4.	The first two years of life	3	3		8
5.	Attachment and the importance of the attachment of the child's development	2	2		4
6.	Playing year (2-6 years)	3	3		8
7.	Middle childhood (7-11 years)	3	3		8
8.	Adolescence (12-19 years)	3	3		8
9.	Psychoanalytic theory of development (S. Freud)	2	2		5
10.	Psychosocial development theory (E. Erikson & A. Adler)	1	1		4
11.	Behaviourism and theory of social learning and stages of child`s development (A. Bandura)	2	2		5
12.	Child's cognitive development theory (Piaget)	2	2		5
13.	Vygotsky's theory of child development	1	1		4
14.	The development of child's identity and social development. (L. Kohlberg)	1	1		4
15.	The context of psychosocial child development. Ecological evolution theory (Bronfenbrenner)	2	2		4
	Total number of hours	**28**	**28**	**7**	**76**

6. Criteria for assessment of student's achievements

Grade and brief description of the knowledge and skills	Brief description of the criteria
10 (excellent) Excellent performance, outstanding knowledge and skills	Excellent, exceptional, comprehensive knowledge of child development and its application in solving complex practical problems. Student studied additional material independently. Perfect understanding and use of concepts of child development, ability to analyse them in the broader context of the subject. Original and independent thinking. Excellent analytical and evaluation skills and insight. Excellent preparation for further studies. Excellent application of theoretical knowledge. Excellent performance in dealing with sophisticated non-standard tasks. Impeccable, exceptional performance quality. Excellent expression and presentation skills. Well aware of what and why is being done.
	All the learning outcomes achieved
9 (very good) Strong performance, good knowledge and skills	Strong, good, comprehensive knowledge of child development and its application in solving complex practical problems. Student studied additional material independently. Perfect understanding of studied material, proper use concepts of child development.

	Original and independent thinking. Very good analytical, evaluation and synthesis skills. Very good preparation for further studies. Very good application of theoretical knowledge. Good performance in dealing with sophisticated non-standard tasks. Very good performance quality. Very good expression and presentation skills. Understanding of the methods, techniques applied and the reasons why.
	At least 90 percent of the learning outcomes achieved
8 (good) Above the average performance, knowledge and skills	Better than average knowledge of child development and its application in solving practical problems. Familiar with the mandatory material. Able to work independently with additional material. Student understands the concepts of child development and principles, applies them properly. Good reasoning and arguments substantiated on facts. Good preparation for further studies. Good application of knowledge. Correctly solves moderately complex and more difficult tasks. Good performance quality. Good expression and presentation skills. Knowledge of the methods, techniques that need to be applied.
	At least 80 percent of the learning outcomes achieved
7 (average) Average performance, knowledge and skills with unessential shortcomings	Average performance, with unessential shortcomings Application of knowledge of child development to solve practical problems. Familiar with the main material. Student understands and uses the concepts of child development and principles. Linking of several key components into a whole. Fairly good reasoning. Sufficient preparation for further studies. Knowledge is applied in accordance with the given examples. Good performance quality. Correctly solves moderately complex tasks. Sufficient expression and presentation skills.
	At least 70 percent of the learning outcomes achieved
6 (satisfactory) Below average performance, knowledge and skills with substantial shortcomings	Below average knowledge of child development, with errors. Application of knowledge to solve uncomplicated practical problems. Familiar with the main material. Satisfactory understanding of the concepts of child development, ability to describe incoming information in own words. While analysing, student focuses on several aspects, but is unable to relate them. Satisfactory preparation for further studies. Knowledge is applied in accordance with the given examples. Satisfactory performance quality. Able to act by analogy. Correctly solves simple tasks, but does not comprehend more complex ones. Satisfactory expression and presentation skills.
	At least 60 percent of the learning outcomes achieved

5 (weak) Knowledge and skills meet minimum criteria		Knowledge meets minimum criteria. Application of knowledge to solve uncomplicated practical problems. Simple recitation of learned concepts, text retelling. The answer is focused on one aspect. Minimum preparation for further studies. Minimum sufficient skills to solve problems based on examples. Able to act by analogy. Satisfactory expression and presentation skills.
		At least half of the learning outcomes achieved
4 **3** **2** **1**	**Unsatisfactory** Below minimum criteria	Knowledge does not meet minimum criteria. Skills do not meet minimum criteria.
		Less than half of the learning outcomes achieved

7. Prerequisite subjects

Basics of Social Work and Professional Ethics

8. Forms of assessment of student achievement (components of cumulative assessment)

30 % - midterm evaluation;
30 % - seminars;
40 % - examination.

9. Coordinating teachers

Position	Surname, name, academic degree
Assoc. prof.	Bagdonaite-Stelmokiene Ramune, Doctoral degree of Social Sciences (Education), Master of Social Work

10. Recommended literature

No.	Year of issue	Authors and title of the publication	Publisher	Access		
				At the KUAS library	In other libraries of the city	In databases
1.	2025	Gillibrand, R., Lam, V., & O'Donnell, V. *Developmental Psychology, 3rd edition*	Pearson	1		
2.	2022	Conkbayir, M., & Pascal, Ch. *Early Childhood Theories and Contemporary Issues: An Introduction*	Bloomsbury Academic		VDU	
3.	2022	Heller, D. P. *Prieraišumo galia*	Tyto Alba	1		
4.	2021	Feldman, R. S. *Child Development, 9th edition*	Pearson	1		
5.	2020	Milašiūnas, R. *Psichoanalizė: intersubjektyvusis požiūris*	Vaistų žinios	1		
6.	2020	Siegel, D. J., ir Bryson, T. P. *Kaip svarbu būti šalia. Tėvų palaikymas, kuris formuoja vaiko asmenybę ir daro įtaką smegenų struktūrai*	Vaga	1		