Course title
The Developing Brain: From Infancy to Adolescence

Semester and Year: FA 16
Location: Stockholm
Home academic program: Psychology
Credits: 3
Major Disciplines: Psychology, Neuroscience, Child Development
Faculty Member: TBA

Description of course:

Prerequisite: one semester of neuroscience, physiological psychology, or biological psychology at the university level.

A cognitive behavioral neuroscience perspective will be used to explore the normal development of the child, from infancy to adolescence with regards to perception, attention, language, learning, memory, executive function, emotion and social cognition. Brain structures and functions that support these processes developmentally, such as neuroplasticity and critical/sensitive periods will be considered, as will the implications of culture and the social context. Scandinavian perspectives will be addressed.

Learning objectives of the course: (selected)

1. To describe similarities and differences between development of cognitive functions in childhood and adolescence
2. To apply mechanisms of brain development to cognitive, emotional, behavioral cultural contexts in child/adolescent development
3. To integrate theory and research with cultural applications in childhood and adolescence

Required texts: (Examples)

Selected chapters from texts such as:


European and US articles such as:


This syllabus is subject to change.


**Approach to Teaching:** A variety of teaching methods will be used, including lectures, class discussions, group presentations, interactive classroom activities and multi-media to facilitate the understanding of theory, research and their cultural implications. Psychological applications will be explored using case examples

**Field studies:** Institutions and organizations addressing research and/or clinical activities within developmental neuroscience will be visited in the Stockholm area

**Evaluation:** A number of diverse tasks will be given throughout the semester to address learning objectives. Emphasis will be on engaged participation, and may include individual and/or group based written/oral tasks. Projects may be given that will explore topics experientially.

**Grading Example:**

Engaged Participation: 15%

Research Paper: 25%

Group presentation (Key Topic: Critical Analysis): 20%

Midterm Exam: 20%

Final Exam: 20%