

SYLLABUS

Atypical Development

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Babeş-Bolyai University
1.2. Faculty	Faculty of Psychology and Educational Sciences
1.3. Department	Department of Psychology
1.4. Field of study	Psychology – Cognitive Sciences
1.5. Study cycle	Bachelor level
1.6. Study programme/Qualification	Psychologist
1.7. Form of education	Full-time

2. Information regarding the discipline

2.1. Name of the discipline		Atypical Development					Discipline code		PLE1536			
2.2. Course coordinator					Lavinia Cheie, Lecturer, PhD							
2.3. Seminar coordinator					Narcisa Prodan, Assistant Lecturer, PhD							
2.4. Year of study		3	2.5. Semester		5	2.6. Type of evaluation		E	2.7. Discipline regime		DS	

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4. Total hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time allotment for individual study (ID) and self-study activities (SA)					hours
3.5.1. Learning using manual, course support, bibliography, course notes (SA)					25
3.5.2. Additional documentation (in libraries, on electronic platforms, field documentation)					15
3.5.3. Preparation for seminars/labs, homework, papers, portfolios and essays					14
3.5.4. Tutorship					2
3.5.5. Evaluations					2
3.5.6. Other activities:					
3.7. Total individual study hours		58			
3.8. Total hours per semester		100			
3.9. Number of ECTS credits		4			

4. Prerequisites (if necessary)

4.1. curriculum	Developmental Psychology Cognitive Neuroscience Cognitive Psychology
4.2. competencies	Basic skills and knowledge of research methods in developmental psychology Knowledge of basic theoretical approaches in developmental psychology and psychopathology

5. Conditions (if necessary)

5.1. for the course	Classroom Video projection system (PC/laptop, video projector) Audio system
5.2. for the seminar /lab activities	Classroom Video projection system (PC/laptop, video projector) Audio system

6. Specific competencies acquired

Professional/essential competencies	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Understanding the difference between typical and atypical development Knowledge of fundamental notions regarding different atypical developmental profiles in childhood and adolescence <p>Explaining and interpretation</p> <ul style="list-style-type: none"> Explaining atypical development trajectories in terms of specific behavioral, cognitive, emotional and social characteristics Interpretation of atypical development in the light of specific risk and resilience factors <p>Instrumental - applicative</p> <ul style="list-style-type: none"> Developing skills for the design and implementation of individualized intervention/optimization plans Developing skills for the critical analysis of the methods used for identifying atypical developmental problems <p>Attitude</p> <ul style="list-style-type: none"> Manifestation of a positive and responsible attitude towards people irrespective of developmental trajectory Promoting the values that sustain optimal development at all ages and enhancement of resilience Interest in personal development in the field
Transversal competencies	<ul style="list-style-type: none"> Written and oral communication skills Developing teamwork skills by planning and implementing activities within small groups Performing professional tasks according to values and ethical norms in psychology Cultivating personal responsibility in terms of professional development in the field Showing responsible attitude towards designing and developing research in the field

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	Familiarizing students with the understanding and recognition of atypical developmental profiles/trajectories in childhood and adolescence
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> Presentation of fundamental notions regarding typical vs. atypical development Analysis and understanding of different atypical developmental profiles in childhood and adolescence Discussion of the main risk and resilience factors linked to different atypical developmental profiles Presentation of fundamentals for designing and implementing individualized intervention/optimization plans

8. Content

8.1 Course	Teaching methods	Remarks
Course 1: Typical versus atypical development: models and trajectories	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 2: Genetic neurodevelopmental conditions: X Fragile Syndrome and Williams Syndrome	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 3: Prenatal conditions linked to teratogenic exposure and atypical development: Alcohol exposure	lecture, demonstrative example, knowledge synthesis, inductive method	

Course 4: Prenatal parental emotional distress and atypical development	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 5: Postnatal parental emotional distress and atypical development	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 6: Eating behaviour problems in early childhood: Age-dependent characteristics and associated factors	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 7: Eating behaviour problems in middle childhood: Age-dependent characteristics and associated factors	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 8: Atypical developmental profiles of children with internalizing problems I: Anxiety	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 9: Atypical developmental profiles of children with internalizing problems II: Affective problems	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 10: Atypical developmental profiles of children with externalizing problems: Conduct problems	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 11: Atypical developmental profiles in children exposed to traumatic events	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 12: Diverse family structures and typical vs. atypical child development I: Parental separation	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 13: Diverse family structures and typical vs. atypical child development II: Parental economic migration	lecture, demonstrative example, knowledge synthesis, inductive method	
Course 14: Atypical development: Recap on typical and atypical developmental pathways	lecture, demonstrative example, knowledge synthesis, inductive method	
Bibliography Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. <i>Journal of marriage and family</i> , 72(3), 650-666. Antman, F. M. (2013). The impact of migration on family left behind, in <i>International handbook on the economics of migration</i> , Constant, A. F., & Zimmermann, K. F. (Eds.), Edward Elgar Publishing. Cheie, L., Prodan, N. (2025). Left behind but not forgotten: Psychosocial well-being and influencing factors in children with parents working abroad – Evidence from Romania. <i>Journal of Family Research</i> . Hagan, J. F., Balachova, T., Bertrand, J., Chasnoff, I., Dang, E., Fernandez-Baca, D., ... & Sloane, M.(2016). Neurobehavioral disorder associated with prenatal alcohol exposure. <i>Pediatrics</i> , 138(4). Hagerman, R. J. (2011). Fragile X Syndrome and Fragile X-Associated Disorders. In S. Goldstein, & C. R. Reynolds (Eds.) <i>Handbook of Neurodevelopmental and Genetic Disorders in Children</i> . New York: Guilford Press. Herba, C. M., Glover, V., Ramchandani, P. G., & Rondon, M. B. (2016). Maternal depression and mental health in early childhood: an examination of underlying mechanisms in low-income and middle- income countries. <i>The Lancet Psychiatry</i> , 3(10), 983-992. Herbert, M. (2003). Typical and atypical development. From conception to adolescence. <i>BPS Blackwell, Oxford</i> , pagini 1-13 (Introducere). Mash, E. J., & Wolfe, D. (2018). <i>Abnormal Child Psychology</i> . Boston, MA: Cengage Learning Mash, E. J., & Wolfe, D. A. (2022). Conduct problems. In E. J. Mash & D. A. Wolfe (Eds.) <i>Abnormal Child Psychology</i> (7th ed., pp 266-309).Cengage Meyer-Lindenberg, A., Mervis, C. B., & Berman, K. F. (2006). Neural mechanisms in Williams syndrome: a unique window to genetic influences on cognition and behaviour. <i>Nature Reviews Neuroscience</i> , 7(5), 380-393. Raley, R. K., & Sweeney, M. M. (2020). Divorce, repartnering, and stepfamilies: A decade in review. <i>Journal of marriage and family</i> , 82(1), 81-99. Sands, A., Thompson, E. J., & Gaysina, D. (2017). Long-term influences of parental divorce on offspring affective disorders: A systematic review and meta-analysis. <i>Journal of affective disorders</i> , 218, 105114. Stein, A., Pearson, R. M., Goodman, S. H., Rapa, E., Rahman, A., McCallum, M., ... & Pariante, C. M. (2014). Effects of perinatal mental disorders on the fetus and child. <i>The Lancet</i> , 384(9956), 1800-1819. Wilmhurst, L. (2017). <i>Abnormal child and adolescent psychology. A developmental perspective</i> . Taylor & Francis		

ZERO TO THREE. (2021). DC:0-5™: *Diagnostic classification of mental health and developmental disorders of infancy and early childhood*(Version 2.0). Washington, DC: Author.

Zucker, N., Merwin, R., Elliott, C., Lacy, J., & Eichen, D. (2009). Assessment of eating disorders symptoms in children and adolescents. In J.L. Matson, F. Andrasik, & M.L. Matson (Eds.) *Assessing childhood psychopathology and developmental disabilities* (pp. 401-444). New York: Springer.

8.2 Seminar / laboratory	Teaching methods	Remarks
Seminar 1: Theoretical models in understanding atypical development: applied differentiation	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 2: Neurocognitive development in Williams syndrome and Fragile X syndrome	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 3: Teratogenic exposure and atypical development: Fetal alcohol spectrum disorder	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 4: Prenatal parental emotional distress and atypical development	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 5: Postnatal parental emotional distress and atypical development	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 6: Eating behaviour problems in early childhood: age-dependent characteristics and associated factors - applications	conceptual clarification, case studies, guided discovery, group activities	
Seminar 7: Eating behaviour problems in middle childhood: Age-dependent characteristics and associated factors - applications	conceptual clarification, case studies, guided discovery, group activities	
Seminar 8: Children with anxiety: age-dependent characteristics of fear and anxiety differentiation	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 9: Children with affective problems: age-dependent characteristics and differences between typical and atypical sadness	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 10: Atypical developmental profiles of children with externalizing problems: Conduct problems	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 11: Trauma exposure and atypical development: age-dependent characteristics; risk and resilience factors.	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 12: Parental separation and development: Applications in identifying negative effects on child development	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 13: Parental economic migration and development: Applications in identifying negative effects on child development	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	
Seminar 14: Recap – typical vs. atypical development in childhood and adolescence	presentation, knowledge synthesis, conceptual clarification, case studies, guided discovery, group activities	

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9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program


This discipline aligns with the evolving expectations of the scientific community, professional bodies, and employers in psychology and education. Addressing theoretical foundations and applied dimensions of atypical developmental trajectories cultivates students' capacity to discern between typical and atypical development and critically analyse the interplay of genetic, emotional, and environmental factors shaping the growth of children and adolescents. In doing so, the discipline meets contemporary demands for the early identification of developmental challenges, the comprehensive evaluation of risk and protective factors, and the design of individualized intervention strategies.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Evidence of understanding and transferability of acquired knowledge	Written examination	70%
10.5 Seminar/laboratory	Group and individual activities to facilitate the understanding and transferability of acquired knowledge	Continuous evaluation - group and individual activities	30%
10.6 Minimum standard of performance			

A minimum of 3 points (50%) for the written examination

11. Labels ODD (Sustainable Development Goals)¹

	General label for Sustainable Development							
								
								

Date:
25.04.2025

Signature of course coordinator

Lavinia Cheie, Lecturer, PhD.



Signature of seminar coordinator

Narcisa Prodan, Assistant Lecturer, PhD.



Date of approval:

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Signature of the head of department

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¹ Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.”.