

## Child Developmental Psychology

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Child Developmental Psychology						
<b>Stage of Principal Programme</b>			2	<b>Semester</b>	1	<b>Duration.</b> (Weeks F/T)	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	E Core	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact</b>									
Asynchronous									
Work Based									
Other:					✓	97			
<ul style="list-style-type: none"> <li>independent reading, engagement with VLE, research and preparation of assessments</li> </ul>									
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area
Tutor	A minimum level 9 qualification in Psychology or closely cognate area
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	40%	<b>Proctored Exam – in person</b>	60%	<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b>	<b>Related MIPLO #</b>
<b>On completion of this module a learner will be able to:</b>	
1. Describe and critique Kohlberg's theory of moral development.	1, 2, 3
2. Describe and discuss the concept of individual differences in Attachment.	1, 2, 3

3. Demonstrate an understanding of peer relationships in early childhood.	<b>1, 2, 3</b>
4. Discuss and evaluate theories of child development in the context of historical, religious and philosophical epochs.	<b>1, 2, 3, 8</b>

### 7.3 Indicative Module Content, Organisation and Structure

The aim of this core module is to demonstrate the development of the child from conception to infancy, toddlerhood and early childhood. The objectives rest in showing the learner how the child can be viewed in the microcosm of the home and immediate family, the mesosystem of schools, church and community, and the macro system of culture, religion, economics and education.

Over the course of 12 two-hour lectures the learner will cover topic such as:

#### **Introduction to Developmental Psychology**

- The History of child developmental psychology
- The Impact of Darwin
- The Child Study Movement and G. Stanley Hall
- Pioneer Developmentalists (Baldwin, Dewey, Binet & Montessori)
- Normative Developmental Approaches and The Testing Movement.
- The Diagnostic Statistical Manual and Childhood Disorders across time

#### **Developmental Processes and Periods**

- Nature and Nurture
- Continuity versus discontinuity
- Early and Late Experiences
- Evaluating Developmental Issues

#### **Foetal Development**

- Physical Development across the pregnancy
- Cognitive Development
- Learning Language
- Teratogens

#### **Theories of Development**

- Psychoanalytical theories
- Cognitive theories
- Behavioural and Social Cognitive Theories
- Ethological and Ecological Theories
- An Eclectic Orientation

#### **The Developing Individual: The nature of Moral Development**

- Making Moral Judgements: Kohlberg
- Criticism of Kohlberg
- Moral Behaviour and Moral Feelings
- What would Freud say?

#### **Developing in Context: The Child in the Family**

- Early versus Late Experiences
- Bonding Versus Attachment
- Reassessing Bowlby's Theory

#### **Development in Context: The Child in the Peer Group**

- Peer relationships
- Play and Screen Time
- Prosocial Behaviour
- Aggressive Behaviour, Bullying and Pro-Social Modelling

- Using a PACE Approach (Dan Hughes and Bruce Perry)

### Development in Context: The Child in Society

- Vygotsky and psycho-social approaches
- Ecological Theory and Urie Bronfenbrenner
- Culture and Development
- Review

#### 7.4 Work-based learning and practice-placement (if applicable)

N/A

#### 7.5 Specific module resources required (if applicable)

N/A

#### 7.6 Application of programme teaching, learning and assessment strategies to this module

The content of this module is delivered in lectures and tutorials. The lecturer uses research informed theories, analysis and critique in delivering the content. Tutorials provide an opportunity for learners to engage in discussion and develop their critical thinking and research skills. Group work in tutorials also provides opportunity to apply psychological theories and research to real world scenarios.

Assessments for this module consist of 1500-word essay worth 40%- and two-hour exam worth 60%.

**Exam:** The exam maps onto 1, 2, 3 and 4. The two-hour proctored exam allows learners to demonstrate their understanding of the core concepts, psychological theories and research studied in the course. This form of assessment encourages learners to describe, compare and critique the core psychological theories related to child developmental psychology to showcase their learning and understanding (MIMLO 1, 2, 3, 4).

**Essay:** The essay assignment will help develop learners' research, academic writing and referencing skills. Learners have the opportunity to demonstrate understanding of material and ability to compare, contrast and critique psychological theories (MIMLO 2, 3, 4).

#### 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2-4	Essay, 1500 words	40%
1-4	Exam – 2 hours, 2 questions to be answered	60%

#### 7.8 Sample Assessment Materials

**Essay:** This module will ask the learner to write an essay on one of the following subjects:

- Describe and critique Kohlberg's theory of moral development
- .Debate the usefulness of Attachment Theory for the seven-year old child in foster care.
- How would you define, measure and plan an intervention for bullying in a primary school setting in Ireland?
- Many potential variables may impact childhood development including parenting styles, culture, education and social relationships. With reference to appropriate literature and theories, **outline two factors** which may impact childhood development (either negatively or positively).*

Learners must use: TNR Font 12 with double spacing. This will have a word limit of 1,500 words (-/+10%)

Essay guidelines involve:

1. Adhering to APA 7 formatting within the presented work.
2. Work must be proof-read for spelling and grammatical errors.
3. Including a separate page of references with at least 5 references – must show variety of peer reviewed reliable academic sources.
4. Employing a discursive and critical approach to the topic.
5. Using a balanced, objective approach to the question outlined.
6. Do not refer to “I” in this work, instead write in the third party.
7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument.
8. Demonstrate an appropriate depth and breadth of reading.

**Exam:** Sample Exam Questions Learners will be asked 4 questions of which they must answer two. Each question carries equal weight.

1. Outline and describe the four cognitive stages of development proposed by Piaget and discuss the ways Vygotsky expanded that theory. Your answer should make clear references to the literature.
2. Describe The Strange Situation used to assess attachment behaviour in infants. Your answer should outline the effectiveness of this procedure in contemporary practice.
3. Describe and discuss any three defence mechanisms proposed by Freud.
4. Explain the differences between a genotype and phenotype in Down’s syndrome.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College’s [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed., text rev.)*. <https://doi.org/10.1176/appi.books.9780890425787>

Bekman, S. & Ayhan Aksu-Koç. (2009). *Perspectives on Human Development, Family, and Culture*. Cambridge University Press.

Gillibrand, R. (2016). *Developmental Psychology*. Pearson.

Krumov K. (2013). *Cross-Cultural Psychology: Why Culture Matters*. Information Age Publishing.

Leman, P., Bremner, A., Parke, R. and Gauvain, M. (2019). *Developmental Psychology (2nd ed.)*. McGraw-Hill.

Magnusson, E., & Jeanne Marecek. (2012). *Gender and Culture in Psychology: Theories and Practices*. Cambridge University Press

Slater, A. and Bremner, J. G. (2017). *An introduction to developmental psychology (3rd ed.)*. John Wiley and Sons

### Other Reading:

Articles and Assessment strategies as posted on Moodle by the Lecturer.

These include articles from journals such as:

*Developmental Review*

*Developmental Science*

*Child Development*

*Child Development Perspective Journal of Neurodevelopmental Disorders*

*Developmental Psychology Mechanisms of Ageing and Development.*

**Essential Viewing:**

Clips from psychological studies such as The Strange Situation.