

Child Developmental Psychology

Section A: Headline Information	
Module title	Child Developmental Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Susan Ní Chuileann
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Tutorial Hall, Library, IT resources
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1:6				97: 62 hours Self-directed study and reading 35 hours assessment prep and writing			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

Child Developmental Psychology is the area of psychology dedicated to the study of the mental states and processes of children. It allows the learner insight to the basic psychological needs of children and adolescents, and how the family and other social contexts influence the development of these individuals.

The rationale for including Child Developmental Psychology in this Programme is twofold. In the first instance, understanding developmental processes and periods is vital for the learner pursuing a career pathway in psychology. Taking Child Developmental Psychology after Psychology 1 and 2 allows the learner a total of 15 ECTS towards a 50 ECT conversion course.

In the second instance, children are a part of History, English literature and Philosophy. The concept of what it is to be a child has changed dramatically across the centuries, and this plays out across the core disciplines of this Arts and

	Humanities Programmes. As such, the contribution of this module rests in its ability to deepen the knowledge-base and enhance the skill set of the learner taking this module.
Module Aims and Objectives	The aim of this module is to demonstrate the development of the child from conception to early adulthood. The objectives rest in showing the learner how the child was viewed across history 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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Describe and critique Kohlberg's theory of moral development. (MIPLO 1, 7) 2. Relate and debate the concept of individual differences in Attachment. (MIPLO 3, 5, 7, 8) 3. Demonstrate an understanding of peer relationships in early childhood. (MIPLO 4, 5, 6, 7) 4. Discuss and evaluate theories of child development in the context of historical, religious and philosophical epochs. (MIPLO 2, 5, 6, 7)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>This ECT module builds on the previous modules (Psychology 1 and 2) which focused on the history of psychology, its schools of thought, and the major thinkers in this field. Having knowledge of these concepts means that the learner can now build on their knowledge of Behaviourism, Psychoanalysis and Humanism through the lens of child developmental psychology.</p> <p>Introduction to Developmental Psychology</p> <ul style="list-style-type: none"> • Historical views of Childhood • The Child and Religion (From Puritan to Philosophical) • The Child and English Literature (No place for children in Medieval times to The Boy in the Striped Pyjamas) • Today's Child <p>Developmental Processes and Periods</p> <ul style="list-style-type: none"> • Nature and Nurture • Continuity versus discontinuity • Early and Late Experiences • Evaluating Developmental Issues <p>Theories of Development</p> <ul style="list-style-type: none"> • Psychoanalytical theories

	<ul style="list-style-type: none"> • Cognitive theories • Behavioural and Social Cognitive Theories • Ethological and Ecological Theories • An Eclectic Orientation <p>The Developing Individual: The nature of Moral Development</p> <ul style="list-style-type: none"> • Making Moral Judgements: Kohlberg • Criticism of Kohlberg • Moral Behaviour and Moral Feelings • What would Freud say? <p>Developing in Context: The Child in the Family</p> <ul style="list-style-type: none"> • Early versus Late Experiences • Bonding Versus Attachment • Reassessing Bowlby’s Theory • Changing Family Lives <p>Development in Context: The Child in the Peer Group</p> <ul style="list-style-type: none"> • Peers relationships • Play and Screen Time • Prosocial Behaviour • Aggressive Behaviour • Jane Eyre, The Boy in the Striped Pyjamas and the Apple iPad Child <p>Development in Context: The Child in Society</p> <ul style="list-style-type: none"> • Vygotsky • Ecological Theory • Culture and Development • Review
<p>Module Teaching and Learning Strategy</p>	<p>This module will be delivered in a two-hour lecture for twelve weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe.</p> <p>Consequently, given the depth of knowledge to be covered in this module, small group teaching is also required. To this effect, tutorials lasting one hour across eight of the twelve weeks will be conducted.</p> <p>Prescribed readings will be given to learners to provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy). The aim is to facilitate critical and independent thinking in the learner.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>Learners will be invited to comment on short research clips posted on Moodle such as The Strange Situation (Ainsworth, 1979) or The Marshmallow Test of Instant versus Delayed Gratification.</p>

Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>When assessing for this programme, the three aspects of knowledge, skills, and competencies are considered. Child Developmental Psychology is one module which focuses on theoretical knowledge and skills in assessment, meeting MIMLOs 1, 2, 3, and 4.</p>
Sample Assessment Materials	<p>Examples of Essay Titles</p> <ul style="list-style-type: none"> A) Describe and critique Kohlberg’s theory of moral development. B) Debate the usefulness of Attachment Theory for the seven-year old child in foster care. C) If you were writing a novel such as Jane Eyre or The Boy in the Striped Pyjamas, which theories from Child Developmental Psychology would you rely on most? D) How would you define, measure and plan an intervention for bullying in a primary school setting in Ireland? <p>All four essay titles are associated with MIMLOs 1-4</p> <p>Learners must use: TNR Font 12 with 1.5 line spacing Word Count 1,000-1,250 At least 5 references Avoid using ‘I’ in the written work One hard copy and one e-copy to be submitted.</p> <p>Sample Exam Questions</p> <p>Learners will have 4 questions of which they must answer two. Each question carries equal weight.</p> <ul style="list-style-type: none"> 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. <p>All four exam questions are associated with MIMLOs 1-4</p>
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Hughes, F., <i>Children, Play and Development</i> (Los Angeles: Sage, 2010)</p> <p>Santrock, J., <i>Life Span Development</i>, 15th edn (New York: McGraw-Hill, 2013)</p>

	<p>Santrock, J., <i>Child Development</i>, 14th edn (New York: McGraw-Hill, 2014)</p> <p><u>Other Reading:</u> Articles and Assessment strategies as posted on Moodle by the Lecturer.</p> <p><u>Essential Viewing:</u> <i>The Boy in the Striped Pyjamas</i> by John Boyne Clips from <i>Game of Thrones</i> or <i>The Walking Dead</i> Clips from psychological studies such as The Strange Situation or Measuring Attachment in Foster Care</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall and tutorial room with PowerPoint, DVD and internet access.</p>