

## Child Developmental Psychology

<b>Module title</b>										
<b>Child Developmental Psychology</b>										
<b>Module NFQ level</b> (only if an NFQ level can be demonstrated)		<b>Module number / reference</b>		<b>ECTS Value</b>		<b>Duration</b>				
8				5		12 weeks				
<b>Parent programme(s).</b> Principal programme title, and embedded(s) if relevant				<b>Stage of parent programme</b>		<b>Semester No.</b>				
BA (Honours) in Psychology				1		1				
<b>Teaching and Learning modes</b>		<b>Proportion</b> (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
<b>Entry requirements (statement of knowledge, skill and competence)</b>										
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.										
<b>Maximum number of learners per instance of the module</b>				40						
<b>Average (over the duration of the module) of the contact hours per week</b>				2.3						
<b>Pre-requisite module title(s) (if any)</b>										
<b>Co-requisite module title(s) (if any)</b>										
<b>Is this a capstone module? (Yes or No)</b>				No						
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>										
Lecture hall, tutorial Hall, Library, IT Resources										
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>										
<b>Role e.g. Tutor, Mentor etc.</b>		<b>Qualifications &amp; experience required:</b>				<b># of Staff with this profile (WTEs)</b>				
Lecturer/Tutor		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
<b>Analysis of required learning effort</b>										
				<b>Hours of Learner effort</b>						
<b>Classroom and demonstrations</b>		<b>Mentoring and small-group tutoring</b>		<b>Other (specify)</b>		<b>Directed e-learning</b>	<b>Independent learning</b>	<b>Other (specify)</b>	<b>Work-based learning</b>	<b>Total effort</b>
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	40%			60%	100%

<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	This module forms the first of two developmental modules. This particular module is focused on childhood development whilst Lifespan Development focuses on adolescence, adulthood and aging. The rationale for the inclusion of <i>Child Development Psychology</i> is twofold. In the first instance, it allows the learner insight into the psychological needs of infants, toddlers and young children and how the family and other social contexts influence the development of these individuals. Secondly, this module serves as a necessary building block for entry to graduate membership of the Psychological Society of Ireland or the British Psychological Society.
<b>Module Aims and Objectives</b>	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 macrosystem of culture, religion, economics and education.
<b>Minimum Intended Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Describe and critique Kohlberg's theory of moral development. (MIPLO 1, 4, 7)</li> <li>2. Describe and discuss the concept of individual differences in Attachment. (MIPLO 1, 4, 7)</li> <li>3. Demonstrate an understanding of peer relationships in early childhood. (MIPLO 1, 4, 7)</li> <li>4. Discuss and evaluate theories of child development in the context of historical, religious and philosophical epochs. (MIPLO 1, 2, 4, 5, 7)</li> </ol>
<b>Information Provided to Learners about the Module</b>	College Prospectus specifies module name, stage and ECTS.  College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.  Module Moodle page 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.
<b>Module Content, Organisation and Structure</b>	Over the course of 12 weeks, the learner will cover topics such as: <p><b>Introduction to Developmental Psychology</b></p> <ul style="list-style-type: none"> <li>• The History of child developmental psychology</li> <li>• The Impact of Darwin</li> </ul>

	<ul style="list-style-type: none"> <li>• The Child Study Movement and G. Stanley Hall</li> <li>• Pioneer Developmentalists (Baldwin, Dewey, Binet &amp; Montessori)</li> <li>• Normative Developmental Approaches and The Testing Movement.</li> <li>• The Diagnostic Statistical Manual and Childhood Disorders across time</li> </ul> <p><b>Developmental Processes and Periods</b></p> <ul style="list-style-type: none"> <li>• Nature and Nurture</li> <li>• Continuity versus discontinuity</li> <li>• Early and Late Experiences</li> <li>• Evaluating Developmental Issues</li> </ul> <p><b>Foetal Development</b></p> <ul style="list-style-type: none"> <li>• Physical Development across the pregnancy</li> <li>• Cognitive Development</li> <li>• Learning Language</li> <li>• Teratogens</li> </ul> <p><b>Theories of Development</b></p> <ul style="list-style-type: none"> <li>• Psychoanalytical theories</li> <li>• Cognitive theories</li> <li>• Behavioural and Social Cognitive Theories</li> <li>• Ethological and Ecological Theories</li> <li>• An Eclectic Orientation</li> </ul> <p><b>The Developing Individual: The nature of Moral Development</b></p> <ul style="list-style-type: none"> <li>• Making Moral Judgements: Kohlberg</li> <li>• Criticism of Kohlberg</li> <li>• Moral Behaviour and Moral Feelings</li> <li>• What would Freud say?</li> </ul> <p><b>Developing in Context: The Child in the Family</b></p> <ul style="list-style-type: none"> <li>• Early versus Late Experiences</li> <li>• Bonding Versus Attachment</li> <li>• Reassessing Bowlby’s Theory</li> </ul> <p><b>Development in Context: The Child in the Peer Group</b></p> <ul style="list-style-type: none"> <li>• Peer relationships</li> <li>• Play and Screen Time</li> <li>• Prosocial Behaviour</li> <li>• Aggressive Behaviour, Bullying and Pro-Social Modelling</li> <li>• Using a PACE Approach (Dan Hughes and Bruce Perry)</li> </ul> <p><b>Development in Context: The Child in Society</b></p> <ul style="list-style-type: none"> <li>• Vygotsky and psycho-social approaches</li> <li>• Ecological Theory and Urie Bronfenbrenner</li> <li>• Culture and Development</li> <li>• Review</li> </ul>
<p><b>Module Teaching and Learning (including</b></p>	<p>This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks. The</p>

<b>formative assessment) Strategy</b>	<p>rationale for this teaching mode rests in the amount of information to be covered in this timeframe.</p> <p>Lectures and Tutorials will continually be places for debate, small group discussions, feedback on any areas remaining difficult to comprehend and learner Q&amp;A. 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>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
<b>Work-Based Learning and Practice-Placement</b>	<p>N/A</p>
<b>E-Learning</b>	<p>N/A</p>
<b>Specifications for Module Staffing Requirements</b>	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners, but where there are cross-programme modules, the maximum staff: learner ratio may vary between 50 and an upper limit of 120.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
<b>Module Summative Assessment Strategy</b>	<p>This module will be assessed by Continuous Assessment, worth 40% and a final proctored examination, worth 60%.</p>
<b>Sample Assessment Materials</b>	<p><b>Examples of Essay Titles</b></p> <ul style="list-style-type: none"> <li>A) Describe and critique Kohlberg’s theory of moral development.</li> <li>B) Debate the usefulness of Attachment Theory for the seven-year old child in foster care.</li> <li>C) How would you define, measure and plan an intervention for bullying in a primary school setting in Ireland?</li> </ul> <p>All three 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><b>Sample Exam Questions</b></p> <p>Learners will be asked 4 questions of which they must answer two. Each question carries equal weight.</p> <ol style="list-style-type: none"> <li>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.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Describe <i>The Strange Situation</i> used to assess attachment behaviour in infants. Your answer should outline the effectiveness of this procedure in contemporary practice.</li> <li>3. Describe and discuss any three defence mechanisms proposed by Freud.</li> <li>4. Explain the differences between a genotype and phenotype in Down's syndrome.</li> </ol> <p>All four exam questions are associated with MIMLOs 1-4</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b><u>Essential Reading:</u></b>  Gillibrand, R. (2016). <i>Developmental Psychology</i>. Harlow, UK: Pearson.</p> <p>Leman, P., Bremner, A., Parke, R. and Gauvain, M. (2019). <i>Developmental Psychology</i> (2<sup>nd</sup> ed.). London: McGraw-Hill.</p> <p>Slater, A. and Bremner, J. G. (2017). <i>An introduction to developmental psychology</i> (3<sup>rd</sup> ed.). West Sussex: John Wiley &amp; Sons.</p> <p><b><u>Other Reading:</u></b>  Articles and Assessment strategies as posted on Moodle by the Lecturer. These include articles from journals such as:</p> <p><i>Developmental Review</i>  <i>Developmental Science</i>  <i>Child Development</i>  <i>Child Development Perspective</i>  <i>Journal of Neurodevelopmental Disorders</i>  <i>Developmental Psychology</i>  <i>Mechanisms of Ageing and Development.</i></p> <p><b><u>Essential Viewing:</u></b>  Clips from psychological studies such as <i>The Strange Situation</i>.</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture Hall and tutorial room with PowerPoint, DVD and internet access.</p>