Psychology and the Developing Self

7.1 Module Overview								
Module Number		**Module Title**	Psychology and the Developing Self					
Stage of Principal Programme			**1**	**Semester**	**2**	**Duration.** *(Weeks F/T)*	**12**	**ECTS** 5
Mandatory / Elective (M/E)	M	**Hours of Learner Effort / Week**	**2.3**					
Analysis of required hours of learning effort								

Teaching and Learning Modalities	✓if relevant to this module	Approx. proportion of total (hours)
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	97
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	**60**
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	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area	1:60
Tutor	A minimum level 9 qualification in Psychology or closely cognate area	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	30%	**Proctored Exam – in person**	70%	**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO **On completion of this module a learner will be able to:**	**Related MIPLO #**
1. List and describe a number of teratogens and their influence on the developing baby.	3
2. Describe and discuss aspects of moral development in the maturing child.	3
3. Explain the nature/nurture debate in developmental psychology.	3
4. Explain a number of theories of social, emotional, and cognitive development.	3, 8

7.3	Indicative Module Content, Organisation and Structure

The module aims to introduce the learner to developmental psychology. Its objectives rest in providing the learner of Applied Social Studies with a firm appreciation for how difficulties encountered at childhood, adolescence and adulthood can be understood, managed and worked with in an ethical and non-judgemental way.

Introduction to Developmental Psychology
- The Developing Foetus
- Pregnancy, Birth and the newborn

The Developing Individual: The Developing Self
- Self-understanding and Self –esteem
- Self-understanding and Social Cognition
- Gender Role Development

The Developing Individual: Developing Morality
- The nature of MD
- Making moral judgements
- Criticisms of Kohlberg
- Moral Behaviour, Feeling and Action

Development in Context: The Child in the Family
- Infants communicating
- Construction of Relationships
- Bonding and Attachment /Bowlby
- Individual differences
- Peer Relationships and Behaviours

Development in Context: The Child in Society
- Vygotsky
- Ecological Theory
- Culture in Development

Development beyond Childhood: No Longer a Child?
- Physical changes
- Cognitive and Social changes
- Theories of Adolescent Development: Erikson and Marcia

Development beyond Childhood: No Longer Developing
- Biological and Cognitive Processes
- Social Process
- Theories of Adult Development

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

Over the course of 12 weeks, learners will engage in 2-hour lectures on the material set out below. Lectures are supported by the provision of Handouts to guide learning and PowerPoint slides used will be placed on Moodle in advance of lectures to facilitate note taking in class. A guide to accessing related materials such as articles/Ted Talks or web-related information will be included on Moodle.

The Assessment structure set out below supports students to develop clear writing and presentation skills essential for professional social care work. It promotes deeper learning by inviting the student to creatively and actively engage with the theory presented in the classroom and how that theory intersects with lived experience.

7.7	Summative Assessment Strategy for this module	
MIMLOs	*Technique(s)*	*Weighting*
1, 2 4	Exam	**70%**
3	850 word written piece on nature v nurture	**30%**
Standards of Proficiency taught:	1.23, 5.1, 5.4, 5.5, 5.6, 5.7	
Standards of Proficiency assessed:	1.23, 5.1, 5.4, 5.6, 5.7	

7.8	Sample Assessment Materials

850 word Written Piece:
Example: Define an interactionist approach and discuss it in relation to nature versus nurture in child psychology.

Written work should:
Be in TNR size 12 font with double spacing
Reference frequently and from reliable sources
Do not use 'I' in your written work
Check for spelling and grammar
Use subheadings for Introduction and Conclusion
Include a separate Reference Page
Include a Word Count
Use the directed readings provided by your lecturer

The above criteria are worth 20%
Defining your topic and contextualising it is worth 15%
Referencing major theorists in the field is worth 15%
The depth of knowledge and debate is worth 50%

Exam:
Duration: 2 hours, 2 questions to be answered. Sample Exam Questions:
1. It could be argued that there is considerable overlap between the first three stages of Erikson's Psychosocial stages and Freud's Psychosexual stages of development. Discuss this statement (50%) providing examples from the literature (50%).
2. Outline and describe the four cognitive stages of development proposed by Piaget (1896-1980) (35%) and discuss the way Vygotsky (1896-1934) expanded this theory (35%). Your answer should make clear references to the literature (30%).
3. Describe the 'Strange Situation' method devised by Mary Ainsworth (1978) to assess attachment behaviour in infants (65%). Your answer should outline the potential effectiveness of this assessment procedure in contemporary society (35%).
4. Outline two of the three main stages of moral development as proposed by Kohlberg (1976) (30%) whilst generating examples of key characteristics for each stage (70%).

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:
Santrock, J. (2020). *Child Development*, (15th ed.). New York: McGraw-Hill Education.
Woolfolk, A. (2015). Educational Psychology, (13th edition). USA: Pearson.

Indicative Other Resources:
Good, T.L. & Brophy, J. E. (2011). *Looking in Classrooms, (*10th edition). UK: Pearson/Allyn and Bacon

Goldstein, B. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*, (5th edition). California: Wadsworth Publishing.

Griggs, R. A. (2020). *Psychology: A Concise Introduction*, (6th ed.). New York: Worth Publishers.