Introduction to Developmental Psychology

Section A: Headline Information	
Module title	Introduction to Developmental Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Dr Susan Ní Chuileann
Parent programme(s)	BA in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 1
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, Tutorials and Web Facilitated Learning
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	
Co-requisite module titles	
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. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.
Maximum number of learners per module	120
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.3 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall Library IT
Analysis of required learning effort	

*Effort while in contact with staff							
Classroom and demon-strations	**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	1:40	4	1:10				97			125 hours

Allocation of marks (within the module)						
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution	30%			70%	**100%**	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The inclusion of developmental psychology modules in a Social Studies programme provides learners with insight into lifespan development from conception to death. This module introduces concepts related to nature and nurture, early versus late experiences and continuity versus discontinuity when discussing factors of human development. These theories contribute to Applied Social Studies in their empirical approach to understanding and working with clients who may have encountered teratogens during gestation, or had a diagnosis of developmental delay, additional learning needs, or attachment and bonding difficulties during childhood.
Module Aims and Objectives	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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. List and describe a number of teratogens and their influence on the developing baby. (MIPLO 3) 2. Describe and discuss aspects of moral development in the maturing child. (MIPLO 3) 3. Demonstrate an understanding of the nature/nurture debate in developmental psychology. (MIPLO 3) 4. Explain a number of theories of social, emotional, and cognitive development. (MIPLO 3, 8)
Information Provided to Learners about the Module	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 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.
	Diploma Supplement contains module name, code, stage and ECTS
Module Content, Organisation and Structure	Introduction to Developmental Psychology • The Developing Foetus • Key stages of prenatal development • Harmful effects of teratogens during pregnancy • Birth and the new born The Developing Individual: The Developing Self • Self-understanding • 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 • Moral Feeling • Moral Action Development in Context: The Child in the Family • Infants communicating • Construction of Relationships • Early Relationships • Bonding and Attachment • Reassessing Bowlby's theory • Individual differences Developing in Context: The Child in the Peer Group • Peer Relationships • Play • Prosocial Behaviour • Aggressive Behaviour Development in Context: The Child in Society • Vygotsky • Ecological Theory • Culture in Development Development beyond Childhood: No Longer a Child? • Physical changes • Cognitive changes • Social changes • Theories of Adolescent Development: Erikson and Marcia

	Development beyond Childhood: No Longer Developing • Biological Processes • Cognitive Processes • Social Process • Theories of Adult Development
Module Teaching and Learning Strategy	Lectures and Tutorials A two-hour lecture with directed reading and lecture learning outcomes supports this larger class format. Tutorials are used to break-down the larger content of lectures and to tie several strands of concepts introduced in lectures together in a contextualised way. At times, media such as Ted Talks will be used to demonstrate a point (e.g., Patricia Kuhl on the Genius of Babies Acquiring Language).
Work-Based Learning and Practice-Placement	N/A
E-Learning	Moodle is actively used to inform the learner of class times, dates, room allocation, and how to find their Module Descriptor. Weekly, Moodle is used to upload PowerPoints from Lectures and to point the learner to directed reading and/or Ted Talks or other relevant media. Turnitin is used to check learner academic integrity.
Specifications for Module Staffing Requirements	One lecturer. Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1-120 and 1-20.
Module Summative and Formative Assessment Strategy	Summative assessment will consist of one exam – LO 1, 2, 4 (70%) 750-1,000 word written piece on nature vs nurture – LO 3 (30%)
Sample Assessment Materials	**All written work should:** Be in TNR size 12 font with 1.5-line 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% 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%). On a 4-question exam, of which learners must answer 2 questions Example Tutorial 850-word pieces: Define an interactionist approach and discuss it in relation to nature versus nurture in child psychology.
Reading Lists and Other Information Resources	**Essential Reading:** Santrock, J. (2013). *Child Development,* (14th edition). USA: McGraw-Hill Education. Woolfolk, A. (2012). *Educational Psychology,* (12th edition). USA: Pearson. **Required Reading:** Good, T.L. and Brophy, J. E. (2011). *Looking in Classrooms,* (10th edition). USA: Allyn and Bacon. Goldstein, B. (2014). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience,* (4th edition). USA: Wadsworth Publishing. Griggs, R. A. (2014). *Psychology: A Concise Introduction,* (4th edition). United Kingdom: Worth Publishers. **Essential Viewing:** In-Class DVD on Teratogens In-Class DVD on Attachment and Relative Attachment Disorder
Module Physical Resource Requirements	Lecture hall Tutorial space Internet Projector Speakers WIFI