



MODULE SPECIFICATION

Code: USPJL5-20-3

Title: Advanced Developmental Psychology: Theory and Practice

Version: 3.1

Level: 3

UWE credit rating: 20

ECTS credit rating: 10

Module type: Standard

Owning Faculty: Health and Applied Sciences

Field: Psychology

Faculty Committee approval: Quality and Standards Committee

Date: March 2011

Approved for Delivery by: N/A

Valid from: September 2011

Discontinued from:

Pre-requisites:

USPJLC-30-2 Cognitive and Developmental Psychology 2 or USPJDJ-20-2 Developmental and Social Psychology 2 or USPJLX-20-2 Developmental and Cognitive Psychology

Co-requisites:

None

Entry Requirements:

N/A

Excluded Combinations:

None

Learning Outcomes:

When students have successfully completed the module, they will be able to:

- describe and discuss current theoretical approaches and research methods used in lifespan and developmental research;
- critically evaluate how theory affects both research and practice in developmental psychology;
- identify appropriate research methods for specific research questions;
- describe and critically discuss current issues in lifespan and developmental psychology.

Syllabus Outline:

General:

The course builds on topics and themes addressed in Developmental Psychology taught at levels 1 and 2, with the intention to (a) bring the topics up to date, and (b) allow students to study a limited number of topics of their own choice in more depth.

A lifespan approach is taken, rather than just focusing on the early years and adolescence. The course covers current issues in pre-natal and post-natal development, infancy, early, middle and late childhood, adolescence and young adulthood, middle and later adulthood, old age and death.

Cognitive, emotional and social development will be covered, with the emphasis according to staff interest and expertise.

Specific:

Research methods:

e.g. Longitudinal and cross-sectional designs; case studies, experiments, observations and interviews. Ethnographic approaches. Neuroscientific approaches.

Theoretical approaches:

e.g. Socio-cultural approaches (how thinking and reasoning, language and self-awareness are embedded in and sustained by social contexts, social relationships and cultural meanings); Interactional approaches (how development is not a case of 'nature' or 'nurture' but is shaped through multiple causal forces); developmental cognitive neuroscience; developmental behavioural genetics; critical perspectives.

Cognitive, emotional and social development in infancy and childhood
e.g. Theory of Mind, Language development.
Infant attachment and adult relationships

Cognitive, emotional and social development in the school years
e.g. Development of literacy.
Peer interactions
Children's scientific understanding
Issues in puberty and adolescence

Cognitive, emotional and social change in adulthood (young, middle and old age)
Cognitive changes (e.g. memory)
Dying, death and bereavement.

Teaching and Learning Methods:

Limited use of large-group, framework-building lectures, given by staff with expertise in the area, supplemented by invited lectures from external subject specialists.
Use of videos, pdfs, and self-directed on-line learning to establish basic knowledge and understanding, followed by group seminars discussing issues arising. Feedback to larger group and/or to blackboard. Focus to be on students' engaging with course materials, learning actively, and generating their own areas of interest for further work.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Indicative sources:
Latest editions of:

Bornstein, M.H. & Lamb, M.E. (2005) *Developmental science: An advanced textbook* New Jersey: Lawrence Erlbaum Associates.

Boyd, D & Bee, H (2006) *Lifespan Development International Edition*, Boston: Pearson.

Bremner, G & Fogel, A (2001) *The Blackwell Handbook of Infant Development*, Oxford: Blackwell.

Goswami, U (ed) (2002) *Blackwell Handbook of Childhood Cognitive Development*, Oxford: Blackwell.

Johnson, M. (2005) *Developmental Cognitive Neuroscience*, Oxford: Blackwell.

Sigelman C. S. & Rider, E. A. (2003) *Lifespan Human Development*, London: Thomson Wadsworth.

Slater, A. and Bremner, G (2003) An Introduction to Developmental Psychology. Oxford: Blackwell.

Smith, P. K. & Hart, C. H. (2002) The Blackwell Handbook of Childhood Social Development. Oxford: Blackwell.

Whitbourne, S. K. (2001) Adult Development and Aging: Biopsychosocial Perspectives, New Jersey: Wiley.

Journals

British Journal of Developmental Psychology
Child Development
Cognition
Developmental Psychology
Developmental review
Developmental Science
Journal of Child Psychology and Psychiatry

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

| Component A (<i>controlled</i>) | Element Wt (Ratio) |
|-----------------------------------|-----------------------------|
| Description of each element | (<i>within Component</i>) |
| EX2 Examination (2 Hours) | 100% |

| Component B | Element Wt (Ratio) |
|-------------------------------|-----------------------------|
| Description of each element | (<i>within Component</i>) |
| CW1 Online assessment (essay) | 50% |
| CW2 Online assessment (essay) | 50% |

Second Assessment Opportunity (further attendance at taught classes is not required)

| Component A (<i>controlled</i>) | Element Wt (Ratio) |
|-----------------------------------|-----------------------------|
| Description of each element | (<i>within Component</i>) |
| EX2 Examination (2 Hours) | 100% |

| Component B | Element Wt (Ratio) |
|-------------------------------|-----------------------------|
| Description of each element | (<i>within Component</i>) |
| CW1 Online assessment (essay) | 50% |
| CW2 Online assessment (essay) | 50% |

SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is required.

Specification confirmed byDate

(Associate Dean/Programme Director)