Module Specification

Developmental Psychology: Contexts, Neurodiversity and Complexities

Version: 2024-25, v1.0, 27 Jan 2024

Contents

Part 1: Information

Module title: Developmental Psychology: Contexts, Neurodiversity and Complexities

Module code: USPJQU-30-3

Level: Level 6

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: To what extent do our childhood experiences determine the quality of our lives and relationships in adulthood? Why do psychological interventions traditionally focus on the neurodivergent individual, rather than the attitudes, awareness and accessibility in the context in which they live? These are some of the important questions that we will explore in this module as we examine development "from womb to tomb". In this module, "typical" development is neither superior or inferior to

"atypical", or divergent development: instead, diversity in development will be examined from the perspective of the neurodiversity approaches, with the underlying principle that all people deserve to be treated with dignity and respect and valued for who they are and as they are. This module will provide a useful foundation for students who are planning to work with children, young people, families, or older adults.

Features: Not applicable

Educational aims: The educational aims of this module are:

To provide a critical overview of the evidence base underpinning our current understanding of developmental psychology and neurodiversity.

To provide students with an opportunity to become engaged with the practical implications of theoretical and methodological advances in the field of developmental psychology.

To enable students to communicate about current understandings and knowledge in developmental psychology and neurodiversity clearly and concisely.

Outline syllabus: The module will cover the core domains of development (language, cognitive, social) the contexts of development (peers, romantic relationships, family, school), and neurodiversity in development, addressing contemporary understandings and debates surrounding autism, ADHD and dyslexia. The module will have an applied focus, exploring how theory and research in developmental psychology and neurodiversity can be used to improve the lives of children and their families and inform practice in education, health and social care settings. An inclusive approach to these fields of study will be taken, encouraging the students to actively engage with and explore issues relating to culture, race, ethnicity, poverty, gender and sexual minority status, ableism, and gender inequality.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching will comprise lectures and seminars. In seminars students will be encouraged to discuss and explore the main content from the lectures and to gain a range of skills including the analysis of data obtained from children, the coding of observational videos and the analysis of qualitative data.The intention of the course is that students will engage with course materials, learn actively, and generate their own areas of interest for further work. Students will be expected to attend timetabled sessions designed to guide their understanding of the topic material. They are also expected to engage in independent learning in which they read the essential materials and prepare for their assessments.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Evaluate theoretical perspectives that are used to describe, explain and enhance development across the life-span

MO2 Develop an appropriate methodological approach to address a developmental research question and evaluate its appropriateness

MO3 Critically discuss ethical issues relating to conducting research in developmental psychology

MO4 Describe and critically discuss current issues in the study of neurodiversity

MO5 Describe and critically discuss how theory and research in developmental psychology can be used to improve the lives of individuals and their families and inform practice in education, health and social care settings

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/DB2D7227-AD5A-623C-D5FA-7BC53C74A4CD.html?lang=en&login=1

Part 4: Assessment

Assessment strategy: Students on the assessment will complete two portfolios. One portfolio will focus on the students' competency and confidence in research design in developmental psychology.

The second portfolio will focus on interventions in developmental psychology that specifically aim to enhance the lives of neurodivergent individuals and their families.

Rather than responding to set questions, the assessments will require student creativity, as the students are required to select a pursue a unique topic that is of particular interest to them. In the seminars, the advantages and disadvantages of using AI platforms in the submission of assessed work will be examined and explored and in all assessment materials and communications, students will be discouraged form sharing their assessment ideas and drafts with their friends and peers.

The students will be given an opportunity to complete formative assessments and feedback will be provided at the group-level. Details for these assessments will be presented in the module handbook; the details of the assessments may change from year to year within the specified framework.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio related to research design in developmental psychology
Weighting: 50 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Portfolio (First Sit)
Description: Portfolio related to interventions
Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4, MO5

Portfolio (Resit)

Description: Portfolio related to research design in developmental psychology

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio related to interventions

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology (Applied) [Frenchay] BSc (Hons) 2024-25

Psychology [Frenchay] BSc (Hons) 2022-23

Psychology with Criminology [Frenchay] BSc (Hons) 2022-23

Criminology with Psychology [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology [Frenchay] BSc (Hons) 2022-23

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22