H6IDVPSY: Introduction to Developmental Psychology

Module Code:	H6IDVPSY
Long Title	Introduction to Developmental Psychology APPROVED
Title	Introduction to Developmental Psychology
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	5
Module Coordinator:	David Mothersill
Module Author:	David Mothersill
Departments:	School of Business
Specifications of the qualifications and experience required of staff	Lecturer with PhD in Psychology or related cognate discipline

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Describe the developing person at different stages across the life span.
LO2	Identify the key developmental theories impacting development from childhood to adolescence.
LO3	Apply theoretical approaches to understand the physical, cognitive, social, emotional issues in human development.
LO4	Develop an understanding of how the different theoretical perspectives on development impact on research and applications.

Dependencies
Module Recommendations
No recommendations listed
Co-requisite Modules
No Co-requisite modules listed

Entry requirements	

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Module Content & Assessment

Indicative Content

Introduction to Developmental Psychology
Basic Concepts and Methods, Theories of Development, Research methods in Developmental Psychology

Beginnings (0-1 Year of Age)
Genetics, Conception and Prenatal Development, Birth and Competencies of the New born and Infant, Infant Personality and Social- Emotional Development

Early Childhood: Toddlers and Preschool Children (1-6 Years of Age)
Physical, Cognitive and Gender Role Development, Language Development, Personality and Social-Emotional Development

Middle childhood (6-12 Years)
Physical, Cognitive and Moral Development, Intelligence and Creativity, Personality and Social-Emotional Development

Adolescence (12-18 Years)
Physical and Cognitive Development, Social and Personality Development

Early Adulthood (18-40 Years)
Physical, Cognitive, Social and Personality Development

Middle Adulthood (40-65 Years)
Physical, Cognitive, Social and Personality Development

Late Adulthood (65+ Years)
Physical, Cognitive, Social and Personality Development

Death, Dying and Bereavement
n/a

Summary and Overview of Course
n/a

Assessment Breakdown	%
End of Module Assessment	100.00%

Assessments

Full Time

No Coursework

End of Module Assessment

Assessment Type:	Terminal Exam	**% of total:**	100
Assessment Date:	End-of-Semester	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
Students will answer 3 out of 5 questions which may be based on any aspect of course content

No Workplace Assessment

Reassessment Requirement

Repeat examination
Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

Reassessment Description
Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	Classroom and demonstrations	2	Every Week	2.00
Independent Learning	Independent learning	8.4	Every Week	8.40
			Total Weekly Contact Hours	2.00

Module Resources

Recommended Book Resources

Santrock, J. W.. (2021), Essentials of Life-Span Development, 7th Ed. McGraw-Hill, New York.

Boyd, D.A., & Bee, H.L.. (2019), Lifespan Development, Global Edition, 8th Ed. Pearson Education, Boston.

O'Brien, E.. (2013), Human Growth and Development, 2nd Ed. Gill & Macmillan., Dublin.

Supplementary Book Resources

Berger, K.S.. (2011), The Developing Person Through the Life Span., Worth Publishers., New York.

Boyd, D.G., & Bee, H.L.. (2014), The developing child (13th ed.), Harlow: Pearson.

Crain. W.. (2011), Theories of development (6th ed.)., London: Pearson.

Miller, P.H.. (2011), Theories of Developmental Psychology (5th ed.)., New York: Worth Publishers.

Rutter, M., & Rutter, M.. (1993), Developing minds: Continuity and Change across the Lifespan., London: Penguin..

Salkind, N.J.. (2004), An introduction to theories of human development. London, Sage Publications..

Santrock, J.W.. (2012), A Topical Approach to Life-Span Development (6th ed.)., New York: McGraw Hill..

Schaffer, H. R.. (2003), Introducing Child Psychology, Oxford: Blackwell.

Schaffer, H.R.. (2006), Key concepts in developmental psychology, London: Sage Publications..

Schaffer, D., & Kipp, K.. (2013), Developmental Psychology: child and adolescence (9th ed.)., Belmont, CA: Cengage Learning..

Smith, P.K., Cowie, H., & Blades, M.. (2011), Understanding Children's Development (5th ed.)., Chichester: Wiley..

Recommended Article/Paper Resources

Baltes, P. B.. (1987), Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. Developmental Psychology, 23, 611-626..

Bronfenbrenner, U. & Ceci, S. J.. (1994), Nature-nurture reconceptualized in developmental perspective: A bioecological model. Psychological Review, 101, 568-586..

This module does not have any other resources

Discussion Note: