2017-2018
Developmental Psychology

Category: Psychology
Code: IS286
Level: 5
Credits: 15

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Outline

This 15 credit upper division module explores the psychology of child development from birth through adolescence. The emphasis is on exploring major theories and research in the field of developmental psychology and their application to the real world. The module will examine contemporary research in four key areas of development: biological, emotional, social and communicative, and cognitive.

Topics covered include attachment and temperament; emotional development and regulating affect; language acquisition; parenting and moral development; gender development; adolescence and peer relations. Students will be challenged to unpack contributions of nature and nurture and develop an appreciation of the methodological constraints on developmental psychology research.

This module employs team-based-learning to encourage group interaction and student-centred learning. It has been designed to meet the requirements for accreditation as a core module for psychology majors.

Learning Outcomes

1. Demonstrate an up-to-date detailed knowledge of developmental psychology theories and concepts
2. Demonstrate an awareness of the major contemporary issues in developmental psychology and identify areas where the knowledge base is most/least secure
3. Analyse and evaluate the strengths and weaknesses of competing theoretical perspectives and/or research evidence
4. Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate
Assessment of Learning Outcomes

<table>
<thead>
<tr>
<th>Mode of assessment</th>
<th>Learning outcomes</th>
<th>Duration or word length</th>
<th>Day and week of submission</th>
<th>Submission point</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN-CLASS QUIZZES</td>
<td>1, 4</td>
<td>10 mins</td>
<td>Twice weekly</td>
<td>In class</td>
<td>25</td>
</tr>
<tr>
<td>ESSAY</td>
<td>1, 2, 3</td>
<td>2000</td>
<td>Thursday W4</td>
<td>ISS Office</td>
<td>65</td>
</tr>
<tr>
<td>OBSERVATION</td>
<td>4</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>10</td>
</tr>
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Teaching Structure and Delivery

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Session length</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>1 hour</td>
<td>3 x weekly</td>
</tr>
<tr>
<td>Workshops</td>
<td>2 hours</td>
<td>3 x weekly</td>
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<tr>
<td>Student-led group work</td>
<td>2 hours</td>
<td>2 x weekly</td>
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<tr>
<td>Independent study</td>
<td>Approx. 100 hours</td>
<td>As required</td>
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**Workshops and student-led group work**

This module utilises a **team-based learning** approach for its small group teaching. Team-based learning is a collaborative approach designed to enhance student engagement, scaffold students in their independent learning, and deepen the level of learning in class. It also strengthens your ability to work in groups – an important professional skill. You will remain in the same team throughout the entire module so it is important to spend time and effort learning how you can work effectively together. This is a key learning outcome of the module and is often not as easy as it sounds!

Learning takes place in teams over a three step cycle:

1. First, you are expected to prepare for each workshop by studying the preparatory readings individually and then discussing the readings as a group. Group work sessions have been included on your teaching timetable and it is strongly recommended that you stick to the arranged times, but there is flexibility for you to make your own arrangements as well.
2. Second, at the beginning of each workshop your team will take an in-class readiness test that contributes towards your overall grade on the module (note that there will be no test in weeks 2 and 12). You will get the results of the test immediately and will subsequently have an opportunity to seek clarity on any aspect of the preparatory reading.
3. Third, your team will get cracking on an activity designed to challenge you to apply their knowledge of developmental theory to real world contexts and engage in high level critical thinking about content covered in the module. A summary of the workshop activities (the workshop programme) can be found on Study Direct in the ‘Important information about the module’ section.

Please note that students are **expected to attend and participate in ALL workshops** and that **proper preparation is essential to enable participation**.

**Prerequisites**

There are no strict prerequisites for this module but it is strongly recommended that students have successfully completed a lower division introductory module in developmental psychology.
## Module Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Introduction to the module</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Newborn reflexes and motor development</td>
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<tr>
<td></td>
<td>3</td>
<td>Temperament</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Emotional development and the self (incl. attachment)</td>
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<tr>
<td></td>
<td>5</td>
<td>Processing and regulating affect</td>
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<tr>
<td></td>
<td>6</td>
<td>Language acquisition</td>
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<tr>
<td>3</td>
<td>7</td>
<td>Intelligence and the nature and nurture of cognitive development</td>
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<tr>
<td></td>
<td>8</td>
<td>Gender development</td>
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<tr>
<td></td>
<td>9</td>
<td>Moral development and parenting</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>The role of family</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Peer relations and bullying</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Adolescence and sexual relationships</td>
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</tbody>
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### Attendance policy, class etiquette, academic integrity

Students are expected to attend and engage fully in all lectures and workshops. They are also expected to do the preparatory reading and discuss with other students in preparation for each session. Engagement in preparatory reading will be assessed via in-class quizzes and engagement in the workshop activities is assessed by means of an observation report completed by the tutor at the end of the module. In order to achieve a good observation report grade, students need to arrive on time, regularly make positive contributions in the workshops, and respect the opinions of their classmates.

Consistent with all teaching at the University of Sussex, strict adherence to the principles of academic integrity is expected and suspected plagiarism will be dealt with by our academic misconduct panel.
Reading

Core texts

The core text for this module is recommended for purchase:


There are other textbooks that offer similarly excellent coverage of the module topics, including:


Reading for both lectures and workshops on this module are taken from a combination of chapters from the core texts and additional readings listed below. Further readings for support with essays will also be provided.

Additional reading


Rothbart, M. K. (2011). *Becoming who we are: Temperament and personality in development*. Guilford Press.


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