

Module Details	
Module Title:	Developmental Psychology
Module Code:	PSY7013-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Psychology
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	18
Seminar	6
Laboratory	3
Directed Study	173

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
The aim of this module is to facilitate an advanced understanding of the role of theory and research in understanding developmental issues and individual differences in infancy, childhood, adolescence, adulthood and later life. You will engage with a range of topics of relevance to contemporary developmental psychology and consider the relationship between developmental psychology and cognate disciplines such as biology and sociology and developmental psychology's explanation of individual difference, as well as developing personal skills through a poster presentation.

Outline Syllabus

Historical foundations of childhood. The origins of developmental psychology. Theories of development. Appropriate methods for the study of development. The behavioural capacities of newborns. The development of attachment. Social and emotional development, including gender development and ethnicity. Temperament and personality development. Individual differences in the lifespan. Communication and language development. Perceptual, motor and cognitive development. Theory of mind. Atypical development in childhood. Identity development. Adolescent transitions. Adolescent distress. Adulthood transitions. Successful ageing. Not every topic will be covered in every year. Topical issues may be covered in more depth and others in outline only.

Learning Outcomes

1	a) critically contrast and evaluate different theoretical perspectives and explanations in developmental and lifespan psychology.
2	a) demonstrate an advanced understanding of psychological theory and research in order to explain human development; b) demonstrate a critical understanding of how developmental behaviours can be researched.
3	a) design and deliver effective poster presentations supported by ICT; b) defend the theoretical and empirical status of the poster presentation; c) demonstrate presentational communication skills.

Learning, Teaching and Assessment Strategy

Lectures will provide an overview of theory and research (LO1 a, LO2 a-b). Workshops will allow for individual work to prepare for the poster presentation (LO2 a-b, LO3 a-c). You will be expected to engage in guided reading and searching for additional information in preparation for the essay (LO1 a, LO2 a-b).

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Presentation	Poster presentation	0 hours	40%
Summative	Coursework	Essay - 2000 words	2000 words	60%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further

detail about the module and any changes will be discussed and/or communicated at this point.