

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	Humanities & Social Sciences
Programme:	Psychology
FHEQ Level:	5
Course Title:	Developmental Psychology
Course Code:	PSYC 5101
Total Hours:	160 (Lev 3-5) (4 US Credit)
Timetabled Hours:	45
Guided Learning Hours:	15
Independent Learning Hours:	100
Credit	16 UK CATS credits 8 ECTS credits 4 US Credits

Course Description:

Developmental Psychology explores the child's developing experience of the world. Major theories and issues in development from conception to adolescence are examined with a particular emphasis on the nature-nurture issue and cross-cultural studies. Topics covered include fetal development, physical development, cognitive development, social development and personality development. Students are encouraged to actively participate in class discussion and use their own experiences to help understand theoretical issues.

Prerequisites:

40 credits

Aims and Objectives:

- To engage students with the major research methods used in, and theories of, development, and their contribution to the overall understanding of human behaviour.
- To critically examine substantive aspects of the child's mental capacities with a special emphasis on perception, language, and emotional development.
- To provide a background for eventual careers in fields (including work in government, international organisations, business and the media) which require articulate, clear-thinking individuals with a grasp of developmental psychology.
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21st century.
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally.

Programme Outcomes:

5AII; 5BI; 5CI

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrates a critical engagement with theories and concepts used in the study of human development.
- Demonstrates critical understanding of the connections between approaches to human development and their applications.
- Demonstrates the ability to formulate and communicate arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources and/or data.

Indicative Content:

- Perceptual-Motor Development
- Jean Piaget
- Lev Vygotsky
- Attachment Theory
- Self-Concept & Self Esteem
- Language Acquisition
- Theory of Mind

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Indicative Text(s):

Horne, A. and Lanyado, M. (eds.) (2012). *Winnicott’s Children: Independent Psychoanalytic Approaches with Children and Adolescents*. Routledge.

Harris, M., Westermann, G., Kim, S. and Bazhydai, M. (2024). *A Student's Guide to Developmental Psychology*. 2nd edn. Routledge.

Leman, P., Bremner, A., Parke, R.D and Gauvain, M. (2019). *Developmental Psychology*. 2nd edn. McGraw Hill.

See syllabus for complete reading list.

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	November 2024	