COURSE SPECIFICATION DOCUMENT

Academic School/Department: Psychology

Programme: Psychology

FHEQ **Level:**   5

Course Title: Human Development

Course Code: PSY 5100

Student Engagement Hours: 120

Lectures: 45
Independent / Guided Learning: 75

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

This course is designed to explore in detail the way in which socio-cultural contexts influence the development of the self in infancy and childhood. Special emphasis will be given to the development of the self-concept and self-esteem, interpersonal processes and the application of psychoanalytic ideas to human development; including the work of Erik Erikson, Anna Freud and D. W. Winnicott. The course will also focus on the role of family processes on socialization, the effects of trauma in childhood, peer group dynamics and children's friendships; as well as a wide variety of theoretical perspectives on adolescence, and contemporary theories of the relationship between insecure attachment and psychopathology. Students will have the opportunity to engage in independent research projects examining a variety of topics, including the effects of parenting styles on the developing child, the long-term effects of solitude, and the effects of inter-parental conflict on the child's sense of security.

Prerequisites: PSY 4210

Aims and Objectives:

The course introduces students to a wide variety of theoretical perspectives on child development, including psychoanalytic, interpersonal and cognitive. It also aims to demonstrate to students the value of integrating clinical and empirical approaches to the understanding of human development. The course will provide students with a solid

knowledge of key topics and debates in contemporary developmental research, as well as the opportunity to engage in independent research on a topic related to the course material.

Programme Outcomes:

Psychology: 5A(i), 5C(i), 5C (iii), 5D(i)

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at: https://www.richmond.ac.uk/programme-and-course-specifications/

Learning Outcomes:
- Develop an understanding of the various developmental approaches and their impact on the discipline.

- Evaluate the strengths and limitations of the different psychological paradigms.

- Gain insight into the ways in which different methodologies are used best when specific phenomena are examined.

- Appreciate the connections between theories and to be able to critically evaluate these.

Indicative Content:
- Developmental Lines (Anna Freud)
- Impingement & Childhood Trauma (Donald Winnicott)
- Child Maltreatment & Neglect
- Parenting Styles
- Peer Relations
- Developmental Origins of Aggression
- Children's Friendships
- Communicative Psychotherapy with Children

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:
The course material will be covered in the following ways:

I.   Lectures on key topics
II.   Group discussions on the reading material
III.   Films/videos on developmental topics

Bibliography:

See syllabus for complete reading list

IndicativeText(s):

Bonač, V. (2000). *Communicative Psychoanalysis with Children*. London: Wiley Blackwell.

Edgcumbe, R. (2000). *Anna Freud: A View of Developmental Disturbance and Therapeutic Techniques*. London: Routledge.

Phillips, A. (2007). *Winnicott*. Penguin Books, Harmondsworth, Middlesex.

Wenar, C. & Kerig, P. (2012). *Developmental Psychopathology*. New York: McGraw-Hill.

Journals
Child Development
SRCD Monographs

Web Sites

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

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Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Revision – annual update	May 2023	