

2024 / 25

School of Science and Computing

☎ +353 (0)51 302037

✉ Eleanor.Reade@setu.ie

🌐 www.wit.ie/schools/science_computing



**SE
TU**

Ollscoil
Teicneolaíochta
an Oirdheiscirt

South East
Technological
University

Module Descriptor

Developmental Psychology (Computing and Mathematics)

Developmental Psychology (A10641)

Short Title: Developmental Psychology
Department: Arts
Credits: 5

Level: Introductory

Description of Module / Aims

This module aims to: Introduce students to the main theories, methods and concepts used to understand human development. Explain the main developmental tasks facing humans at different stages of the lifespan and outline the processes involved in psychological growth and change. Illustrate and examine the social, emotional, cognitive and behavioural factors influencing development throughout the lifespan.

Programmes

stage/semester/status		
PSYC-0060	BSc (Hons) in Software Systems Development (WD_KCSDV_B)	2 / 2 / E
PSYC-0060	BSc (Hons) in Software Systems Development (WD_KDEVP_B)	2 / 4 / E
PSYC-0060	BSc in Software Systems Development (WD_KCOMC_D)	2 / 4 / E
PSYC-0060	BA (Hons) International (WD_HARTI_B)	1 / 2 / M
PSYC-0060	BA (Hons) (WD_HARTS_B)	1 / 2 / M
PSYC-0060	BA (Hons) in Psychology (WD_HPSYC_B)	1 / 2 / M
PSYC-0060	BA (Hons) in Psychology with Arts (International) (WD_HPSYI_B)	1 / 2 / M
PSYC-0145	BA (Hons) in Social Science (WD_HSOSC_B)	1 / 2 / M

Indicative Content

- Introduction to theories of Human Development
- Prenatal Development
- Physical Development in Infancy and Early Childhood
- Cognitive Development in Childhood
- Development of Language, Self and Social Cognition
- Attachment
- Development of Gender
- Disorders of Childhood
- Adolescence
- Adulthood
- Old Age
- Conclusion/Recap

Learning Outcomes

On successful completion of this module, a student will be able to:

1. Identify each stage of development in the context of the lifespan of the individual.
2. Summarise conceptual frameworks, methodologies and research within developmental psychology.
3. Differentiate applications of developmental theories in applied settings.
4. Discuss conceptual frameworks of lifespan developmental theory and their application in applied settings.

Learning and Teaching Methods

- A two-hour lecture and a one-hour tutorial per week.
- Tutorial/seminar work encompasses small group meetings that function to revise the lecture material. Additional resources/ audio/ video materials are utilised within the tutorial hours.
- Students engage in exercises/ quizzes relating to the lecture material of the previous week.
- Students are introduced to current research applications of the theoretical concepts/ students are encouraged to participate in small group exercises relating to identifying research ideas for example identifying research questions/variables and engaging in searching for psychological research across various media through library searches both online and off line.
- Students engage with research databases and attend shared brief in tutorial presentations of current research in Developmental Psychology.
- Tutorials introduce students to the academic environment and basic research and writing skills relevant to the module aims and learning outcomes.

Learning Modes

Learning Type	F/T Hours	P/T Hours
Lecture	24	
Tutorial	12	
Independent Learning	99	

Assessment Methods

	Weighting	Outcomes Assessed
Final Written Examination	100%	1,2,3,4

Assessment Criteria

Two-hour final examination

Fail (0-39) Fails to address the question, key issues, and concepts. Poor writing and organisation; Evidence that basic material is misunderstood.

Pass (40-49) Limited consideration of main points and concepts addressed; Direct attempt at the question but some context lacking. Some understanding of how to structure and presentation of ideas; Limited evidence of the relevant texts and literature.

50–59 A satisfactory answer but without the range of reading and interpretation deserving of a higher honours mark; Sparse or highly selective coverage of the relevant material. Assertions not suitably supported by argument or evidence; Limited discussion and reflection, but showing knowledge of the underpinning principles.

60-69 A well-organised, well-written answer, demonstrating that the material is critically analysed; Evidence of reading beyond essential course material. Addressing and analysing the main points and showing evidence of a good grasp of the underpinning knowledge; some evidence of evaluation and synthesis of the relevant issues.

70% and over Excellent answer that combines an exceptional degree of independent reading and thinking with a high degree of integration; A depth of insight into theoretical issues, demonstrating a concise and clear analytical style. Excellent level of critical analysis and originality of thought; excellent critical evaluation and synthesis of relevant issues, showing an ability to integrate and apply theory in a precise manner.

Essential Material(s)

- Bergin, C.C. and D.A. Bergin. ...*Child and Adolescent Development* . 2nd. Australia: Cengage, 2015.
- Cavanagh, J. and F. Blanchard-Fields. *Adult Development and Aging*. 7th ed.. USA: Cengage Learning, 2015.
- Krauss Whitbourne, S. and S. Whitbourne. *Adult Development and Aging: Biopsychosocial Perspectives*. 5th ed.. New Jersey: John Wiley and Sons, 2014.
- Sigelman, C. and E. Rider. *Life-Span Human Development*. 9th ed.. Australia: Cengage Learning, 2018.
- Slater, A. and J.G. Bremner. *An Introduction to Developmental Psychology (BPS Textbooks in Psychology)*. 3rd ed.. Chicester: Wiley and sons , 2017.

Supplementary Material(s)

- Crain, W. *Theories of Development: Concepts and Applications*. 6th ed.. Abingdon Oxon: Routledge, 2016.
- Howe, D. *Attachment across the Life Course: A Brief Introduction*. England: Palgrave Macmillan, 2011.