

MODULE DESCRIPTOR

Module Title	Lifespan Development
Course Title	BSc (Hons) Psychology (and pathways), BSc (Hons) Psychology with Criminology, BSc (Hons) Psychological Counselling
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Psychology
Parent Course (if applicable)	BSc (Hons) Psychology
Level	6
Module Code (showing level)	PSY_6_LSD
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: Student managed learning hours: Placement hours: 0
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Name: Dr Jamie Smith-Spark Email: smithspj@lsbu.ac.uk
Short Description (max. 100 words)	This module extends the usual focus of developmental psychology on infancy and childhood to consider a range of factors in development over the lifespan. Issues relating to social, emotional, and cognitive development through childhood and into adolescence will be considered, as will the transition from adolescence into early adulthood. Factors surrounding relationships between children's drawing and cognitive development will be addressed, together with moral development. The continued impact of developmental disorders (such as dyslexia) in adulthood will be considered, linking these to cognitive function in everyday life (such as educational and employment settings). Typical ageing and neurodegenerative disorders (such as Alzheimer's disease and Parkinson's disease) will be considered from both social and cognitive perspectives.

	<p><u>Inclusive practice:</u> Assessment in this module has been designed to provide all students with the opportunity to demonstrate their knowledge, understanding and skills to the best effect. Specific aspects of inclusive practice include making assessments available as soon as possible (and preferably from the start of the module), providing coursework support in seminars and lectures, providing opportunities for coursework support in Psychology Drop-in support sessions, providing formative experience of each assessment method before it is used to assess summatively, and providing optionality in the choice of topic and/or target audience.</p> <p><u>This module assesses the following BPS core domain(s):</u> Cognitive psychology, Developmental Psychology, Social psychology</p>
Aims	<p>The module aims to provide students with the opportunity to:</p> <ul style="list-style-type: none"> • Understand cognitive, emotional, and social development over the lifespan from a range of theoretical perspectives • Understand the course of both neurotypical and non-neurotypical development over childhood and into adulthood
Learning Outcomes (4 to 6 outcomes)	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Critically evaluate the contribution of psychological research and theory to our understanding of developmental psychology • To understand and critically explore developmental psychology over an extended age range, from childhood into old age. <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Develop, practice, and demonstrate the ability to argue from competing perspectives, handling contradictions in the literature at an advanced level. <p>Communication Skills:</p> <ul style="list-style-type: none"> • Demonstrate effective written communication of psychological research and theory
Employability	<p>This module develops knowledge and skills relevant for further specialist study and/or a career relating to Developmental Psychology or related fields such as Education. It provides a basis for beginning to think about the conceptual underpinnings and assumptions that underlie knowledge and practices in the field of developmental psychology from childhood through to late adulthood.</p>
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input type="checkbox"/> VLE Activities</p>
Indicative content	<p>The indicative content of this module can be divided broadly under the following headings:</p> <p><u>Social and Emotional Development:</u></p> <p>Adolescence (mental health, transitions)</p>

	<p>Bullying</p> <p>Friendships and peer relationships</p> <p>Moral development</p> <p>Play and make believe</p> <p>Mortality, loneliness, and bereavement in old age</p> <p><u>Cognitive Development:</u></p> <p>Executive functioning</p> <p>Developmental disorders in adulthood (focusing in particular upon dyslexia)</p> <p>Development of drawing</p> <p>Effects of ageing upon cognition in both typically ageing populations and individuals with neurodegenerative disorders (Parkinson's disease and Alzheimer's disease).</p> <p>Development of memory</p> <p>Everyday cognition</p>
<p>Assessment method (Please give details – of components, weightings, sequence of components, final component)</p>	<p>Formative assessment: Assessment support and skills development will be enhanced using formative assessment via workshops in which both knowledge and skills development are practised, discussed, and verbal feedback provided. Skills to be supported include critical evaluation, teamwork, problem-solving, and communication. Students will have the opportunity to have feedback on a coursework-relevant presentation.</p> <p>Summative assessment: CW1: 2500-word essay (single assessment, worth 100% of the module mark)</p>
<p>Mode of resit assessment (if applicable)</p>	<p>Formative assessment: N/A</p> <p>Summative assessment: CW1: Make good the original submission in the light of feedback</p>
<p>Indicative Sources (Reading lists)</p>	<p>Core materials:</p> <ol style="list-style-type: none"> 1. Erber, J. T. (2013). <i>Aging and older adulthood</i> (3rd ed.). Wiley. ISBN : 978-0-470-67341-6. 2. Karmiloff-Smith, A. (1992, reprinted 1995). <i>Beyond modularity: A developmental perspective on Cognitive Science</i>. Cambridge, Mass.: MIT Press/Bradford Books. 3. Siegler, R. S., DeLoache, J. S., Eisenberg, N., & Saffran, J. (2014). <i>How Children Develop</i> (4th ed.). New York: Worth. <p>Optional reading:</p>

	<p>1. Burman, E. (2016). <i>Deconstructing developmental psychology</i>. Hove, East Sussex: Routledge. ISBN: 978-1138846968.</p> <p>2. Whitbourne, S. K., & Whitbourne, S. B. (2014). <i>Adult development and aging: Biopsychosocial perspectives (5th edition)</i>. John Wiley. ISBN: ISBN-13 978-1-118-42519-0.</p> <p>3. Smith, P. K., Cowie, H., & Blades, M. (2015). <i>Understanding children's development (6th ed.)</i>. Wiley. ISBN: 978-1-118-77298-0.</p>
<p>Other Learning Resources</p>	<p><u>Journals:</u> Acta Psychologica Aging, Neuropsychology and Cognition Annals of Dyslexia British Journal of Developmental Psychology Child Development Cognitive Development Developmental Neuropsychology Developmental Psychology Developmental Science Dyslexia: An International Journal of Research and Practice European Journal of Developmental Psychology Research in Developmental Disabilities</p>