

MODULE DESCRIPTOR

Module Title	Development of Brain and Behaviour in Infancy
Course Title	BSc (Hons) Psychology (and pathways), BSc (Hons) Psychology with Criminology, BSc (Hons) Psychological Counselling
School	☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Psychology
Parent Course (if applicable)	BSc (Hons) Psychology
Level	6
Module Code (showing level)	PSY_6_DBB
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: 48 Student managed learning hours: 152 Placement hours: 0
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module Leader	Name: Janice Brown Email: janice.brown@lsbu.ac.uk
Short Description (max. 100 words)	This module focuses on infancy, a period of rapid development, and examines the emergence of perceptual, cognitive, and early social skills during the first year of life. Emerging behaviours will also be related to brain development, to facilitate a more thorough investigation of what happens during development. Traditional and more recent methods used to assess both brain and behaviour in infants will also be considered. This module also offers the opportunity to consider dominant debates in developmental psychology, including the relative contributions of nature and nurture to development, and plasticity in the developing brain. The module focuses on both typical and atypical development, and also considers long term impacts of early experience. There is a focus on real world applications of the material covered in the module.
Aims	The module aims to provide students with the opportunity to: • Develop a deeper understanding of key issues and theories in developmental psychology • Build on previous learning and develop a more substantial knowledge base about early developmental processes • Develop a deeper understanding of brain/behaviour relationships • Practice and develop advanced critical thinking and evaluation skills • Practice and develop a range of practical and transferable skills
Learning Outcomes	At the end of the module, students will be expected to be able to: Knowledge and Understanding • Evaluate research from a range of theoretical perspectives on infant development Communication

	• Demonstrate efficient written communication Critical Thinking • Develop, practice and demonstrate the ability to argue from competing perspectives, and handle contradictions in the literature at an advanced level Employability • Reflect regularly on how the skills development programme will facilitate employment.
Employability	This module is highly relevant for students interested in pursuing a variety of careers related to child development (e.g. research, clinical child specialists, education), most of which would require further post-graduate study (e.g. masters courses, doctorate, PGCE). The module is also relevant for students who wish to pursue careers in areas other than applied psychology (e.g. business, marketing, the third sector etc.), as it will provide them with the opportunity to further develop a range of skills valued by employers, e.g. critical thinking, team work, presentation and communication skills.
Teaching and Learning Pattern	Contact hours includes the following: (please click on the checkboxes as appropriate) ☒ Lectures ☒ Group Work: ☐ Seminars ☒ Tutorial: ☐ Laboratory ☒ Workshops ☐ Practical ☐ VLE Activities
Indicative content	Indicative content is regularly updated to reflect emerging research, therefore new topics that are relevant for the module may be introduced. Introduction, Key Issues and Essay introduction Typical Development – Perception, Cognition, Social and Emotional Plasticity - Hydrocephalus Plasticity - Pain Visual deprivation Tutoring week Teratogens – Foetal Alcohol Spectrum Disorder Poverty and Deprivation I Poverty and Deprivation II Syndrome and Spectrum Disorders – Williams syndrome, Down syndrome, Autistic Spectrum Disorder Emotion Disorders - Attachment and Depression Module review, poster conference and careers discussion
Assessment Method	Summative assessment • Individual poster portfolio (poster and annotated bibliography) final component for 100% of module mark Formative assessment – through a variety of workshops, where both knowledge and skills development is practiced, discussed, and verbal feedback provided. Skills include critical evaluation, teamwork, problem solving, presentation skills, communication, and research skills.
Mode of Resit Assessment	Summative assessment: Make good original attempt using feedback provided or attempt for the first time main coursework (poster portfolio including poster and annotated bibliography) Formative assessment: NA
Indicative Sources	Core and optional materials vary each week, and are updated regularly to reflect new research. Current examples include Core materials examples: • Bremner, J. G. and Wachs, T. D. (2010b) <i>The Wiley-Blackwell handbook of infant development: Vol. 2: Applied and policy issues.</i>

	2nd ed., Vol. Wiley-Blackwell handbooks of developmental psychology. Chichester, West Sussex, U.K.: Wiley-Blackwell. Available from: http://0-www.myilibrary.com.lispac.lsbu.ac.uk?id=418160 • Bremner, J. G. and Wachs, T. D. (2010c) <i>The Wiley-Blackwell handbook of infant development: Vol. 2: Applied and policy issues</i>. 2nd ed., Vol. Wiley-Blackwell handbooks of developmental psychology. Chichester, West Sussex, U.K.: Wiley-Blackwell. Available from: http://0-www.myilibrary.com.lispac.lsbu.ac.uk?id=418160 • Bremner, J. G. and Wachs, T. D. (2010d) <i>The Wiley-Blackwell handbook of infant development: Vol. 2: Applied and policy issues</i>. 2nd ed., Vol. Wiley-Blackwell handbooks of developmental psychology. Chichester, West Sussex, U.K.: Wiley-Blackwell. Available from: http://0-www.myilibrary.com.lispac.lsbu.ac.uk?id=418160 • Bremner, J. G. and Wachs, T. D. (2010e) <i>The Wiley-Blackwell handbook of infant development: Vol. 2: Applied and policy issues</i>. 2nd ed., Vol. Wiley-Blackwell handbooks of developmental psychology. Chichester, West Sussex, U.K.: Wiley-Blackwell. Available from: http://0-www.myilibrary.com.lispac.lsbu.ac.uk?id=418160 • Ruff, Holly Alliger and Rothbart, Mary Klevjard (1996) Attention in early development: themes and variations, in: New York: Oxford University Press, • Slater, Alan and Muir, Darwin (1999) The Blackwell reader in developmental psychology, in: Oxford, UK: Blackwell • Thornton, Stephanie (2002) Growing minds: an introduction to cognitive development, in: New York: Palgrave Macmillan • Nelson, Charles A. (2007) A neurobiological perspective on early human deprivation, <i>Child Development Perspectives</i>, 1 (1), pp. 13–18. DOI:10.1111/j.1750-8606.2007.00004.x • Anand, K. J. S. and Hickey, P. R. [2006] Pain and its effects in the human neonate and fetus, <i>The New England Journal of Medicine</i>, 317 (21), pp. 1321–1329. Available from: http://www.cirp.org/library/pain/anand/ Optional reading examples: • Brown, J. H., Johnson, M. H., Paterson, S. J., Gilmore, R., Longhi, E. and Karmiloff-Smith, A. (2003) Spatial representation and attention in toddlers with Williams syndrome and Down syndrome, <i>Neuropsychologia</i>, 41 (8), pp. 1037–1046. DOI:10.1016/S0028-3932(02)00299-3. • Charness, M. E., Riley, E. P. and Sowell, E. R. (2016) Drinking during pregnancy and the developing brain: Is any amount safe?, <i>Trends in Cognitive Sciences</i>, 20 (2), pp. 80–82. DOI:10.1016/j.tics.2015.09.011. • Costello, E. J., Compton, S. N., Keeler, G. and Angold, A. (2003) Relationships between poverty and psychopathology, <i>JAMA</i>, 290 (15), pp. 2023–2029. DOI:10.1001/jama.290.15.2023. • Cuevas, K. and Bell, M. A. (2014) Infant attention and early childhood executive function, <i>Child Development</i>, 85 (2), pp. 397–404. DOI:10.1111/cdev.12126. • DelCarmen-Wiggins, R., Carter, A. and ProQuest (Firm) (2004) Handbook of infant, toddler, and preschool mental health assessment.
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	Oxford: Oxford University Press. Available from: http://ebookcentral.proquest.com/lib/lbsuuk-trial/detail.action?docID=241579 • Dennis, M., Spiegler, B. J., Simic, N., Sinopoli, K. J., Wilkinson, A., Yeates, K. O., Taylor, H. G., Bigler, E. D. and Fletcher, J. M. [no date] Functional plasticity in childhood brain disorders: when, what, how, and whom to assess, <i>Neuropsychology Review</i>, 4 (24), pp. 389–408. Available from: https://search.ebscohost.com/login.aspx?direct=true&db=edswsc&AN=000345832900001&site=eds-live [Accessed • Dennis, Maureen (2000) Developmental plasticity in children, <i>Journal of Communication Disorders</i>, 33 (4), pp. 321–332. DOI:10.1016/S0021-9924(00)00028-9. • Domsch, H., Lohaus, A. and Thomas, H. (2009) Prediction of childhood cognitive abilities from a set of early indicators of information processing capabilities, <i>Infant Behavior and Development</i>, 32 (1), pp. 91–102.
Other Learning Resources	Journals available on-line through the library such as: British Journal of Developmental Psychology Child Development Child: Care, Health and Development Cognitive Development Developmental Cognitive Neuroscience Developmental Psychology Developmental Science Infant and Child Development Infant Behavior and Development Intelligence Journal of Child Psychology and Psychiatry and allied disciplines Journal of Cognitive Neuroscience Neuropsychologia Neuroscience and Biobehavioural Reviews Pain Pediatrics Science Trends in Cognitive Sciences Vision Research Useful websites: • The Centre for Brain and Cognitive Development, Birkbeck College http://www.cbcd.bbk.ac.uk/ • BPS Developmental Section http://www.bps.org.uk/dps/dps_home.cfm • International Society on Infancy Studies http://www.isisweb.org/view/0/index.html • Society for Research in Child Development http://www.srcd.org/