Psychology of Childhood and Adolescence (C8813)

Year 1: Spring Term 2017

Module Convenor: Dr Bonamy Oliver
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Pevensey 1, Room 1C8

IMPORTANT NOTES:

Most of the questions you need answers to about this module are in this document. Please <u>read it fully and carefully</u>.

This document concerns the structure and content of the module. If you have questions about procedures, please consult the School of Psychology Office in person (Pevensey 1, 2A13) or via email psychology@sussex.ac.uk

MODULE OBJECTIVES AND LEARNING OUTCOMES

We examine the historical origins, perspectives, theories, methods, and empirical research findings of developmental psychology, with attention to cognitive, language, social, emotional, and atypical development. A core emphasis on major theories and research in the field of developmental psychology and their applications to the real world will be complemented by presentations by various members of the Psychology faculty that address a range of psychological processes from infancy to adolescence. The module does not require any prior knowledge of psychology.

By the end of the module, a successful student should be able to:

- Demonstrate an understanding of major themes and theories underpinning developmental psychology
- Demonstrate knowledge of a number of specialised areas and/or applications of research on psychology in childhood and adolescence
- Critically evaluate some of the common methodological approaches employed to develop our understanding of children's development
- Critically evaluate primary and secondary psychological literature.

CONTACT TIME AND TEACHING METHODS

18 lectures x 1 hour (Weeks 1-11)

6 workshops x 1 hour (Weeks 1, 3, 5, 7, 9, 11)

1 study skills lecture x 1 hour (Week 12)

- **Lectures:** General overview of each topic
- **Workshops:** Applying your understanding

Workshops are designed to provide an opportunity to **apply your understanding of the lecture *and* essential reading content**, exploring academic debates and application of theory to real world settings. They will be led by a **team of tutors** working on the module, who will also provide **guidance** on the **coursework essay assignment, quizzes,** and on **preparation** for the **unseen multiple-choice examination.**

Within each workshop, students will work **collaboratively in teams** to carry out activities, integrating their understanding of the teaching and reading content.

Preparation for these workshops is essential and expected; you are encouraged to meet with your team during intermittent weeks to share your thoughts and ideas for the workshop activity to follow.

Students are **encouraged and expected to participate fully in workshops. You will be given additional information, tips, and assistance with your assessments.**

Tutors will be active on the forum to help you with questions you might have. You may also see topic lecturers, the module convenor and the teaching fellow during their drop-in hours for additional support as needed.

Times of lectures and workshops are available on your timetable. A detailed outline of the workshops is provided on the Study Direct site.

ASSESSMENT

Coursework -- weighted 40%
- 1,500-word coursework essay (30%)
  Via e-submission
- Computer based exam (Three quizzes) on core content (average of the three marks; 10%)
  On-line via Study Direct

Unseen (multiple-choice) examination -- weighted 60%
- End-of-year assessment period
- Covering all 18 lectures and reading marked as essential

Computer based exam- QUIZZES: Weeks 5, 8, and 12, open for one week.

The **quizzes will not be identical for all students** but rather will be randomly generated questions from a question pool, weighted by difficulty to ensure all students receive an equal balance of questions. As well as assessment tools, these are formative tasks designed to improve your absorption of the information you are taught. Before end of year assessment you will be provided with the entire question pool for revision purposes.

*****Note: quizzes are best done on reliable Wi-Fi to avoid internet connection problems. Do not use your phone.*****

Further information will be available on the forum. Note that these quizzes are listed as the "Computer Based Examination" at the end of the module (when your mark will be released).

ESSAYS:

Please note that you are encouraged to make the most of the oral and written feedback provided to you. Discuss your feedback your workshop tutor first, and then, if necessary with me as convenor.

Assessment information
Assessments deadlines and methods of submission can be found on your assessment timetable via Sussex Direct.

Information on the following can be found at the link below:
- Submitting your work
- Missing a deadline
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment

A variety of assessment modes are used to develop and test different types of knowledge, skills and aptitudes. The assessment modes have been approved to test the course and module learning outcomes. Written submissions usually form an integral part of assessment at all levels. Written submissions include essays, reports, logs etc as appropriate to the module and the skills that you are being expected to develop. Examinations usually focus more on your ability to use your knowledge of the subject, rather than simply testing your memory for facts. Feedback is provided to support you in future assessments.

Unseen examinations are typically used to assess your level of knowledge and/or understanding of the discipline without the support of textbooks, notes or internet resources, unless these have been specifically permitted by the examination rubric. For students registered with the Student Support Unit an alternative mode may be approved as a Reasonable adjustment with the Student Support Unit.
However, when, in accordance with the academic judgement of the School, where an unseen exam has been approved for a module to assess competence standards, learning outcomes and any accreditation requirements, an alternative mode may not be approved as a Reasonable Adjustment for a student registered with the Student Support Unit. If you have any concerns, please discuss these with the Student Support Unit, who will liaise with the school.

Student Evaluation

A module evaluation questionnaire will be distributed at a workshop towards the end of the module for you to give feedback on the module and the tutors.

Attendance, Absence and Engagement

You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

The university has an 80% attendance policy in place, so it's really important that you let us know if you are ill or cannot attend classes so that we can register this as a notified absence.

If you are unable to attend your seminars or workshops, you need to send an email to psychologyabsence@sussex.ac.uk setting out the following information:

- Seminar(s) / workshop(s) that you will be absent from (list all of them)
- Tutor name
- Brief reason for absence

Please see the following link for further information:
http://www.sussex.ac.uk/psychology/internal/students/attendance

ESSENTIAL READING

With the **exception of specific lecture topics for which readings are available online**, all essential reading for lectures will be taken from the following textbook, which you are strongly encouraged to purchase:

> Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth.

It is often useful to consult other textbooks to gain different perspectives, and you should aim to go beyond the essential reading when writing your coursework essay.

Some recommended texts on developmental psychology are:

> Bee, H., & Boyd, D. (2006). *The developing child.* Boston: Allyn & Bacon.
> Berk, L. (2006). *Child development.* Boston: Allyn & Bacon.
> Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2012). *Developmental psychology.* London: McGraw-Hill.
> Mitchell, P. & Ziegler, F. (2007) *Fundamentals of development: The psychology of childhood.* Psychology Press.
> Schaffer, H. R. (2003). *Introducing child psychology.* Oxford: Blackwell.
> Smith, P. K., Cowie, H., & Blades, M. (2011). *Understanding children's development (5th ed.).* Oxford: Blackwell.

There are many more specific sources you could consult for further reading, and examples are provided for each lecture in this handbook.

For some of the workshops, additional preparatory reading is **essential** as the workshop activities will draw heavily on these sources. **The essential reading for each workshop is also available online.**

All lecture notes will be made available on Study Direct. You are strongly advised to print these out in advance and bring them with you to annotate during the lectures.

COURSEWORK ESSAY TITLE

The coursework essay should be on one of the following:

- Critically evaluate Piaget's theory of cognitive development.

- What is the educational relevance of Vygotsky's theory?

- 'A secure mother-child attachment during infancy is essential for healthy development.' Discuss.

MODULE OUTLINE

WEEK	LECTURE	LECTURER
1	Information from the Director of Student experience	Richard de Visser
	1. The concept of development: What develops?	Bonamy Oliver
Week 1 WORKSHOP – Study Skills 1: Learning from Feedback		
2	2. The concept of development: How does development occur?	Bonamy Oliver
3	3. Piaget's approach to cognitive development	Robin Banerjee
Week 3 WORKSHOP – Study Skills 2: Writing a Killer Introduction		
4	4. Cognitive development: Beyond Piaget	Robin Banerjee
5	5. Vyogtsky's sociocultural approach	Robin Banerjee
	6. Children telling jokes: The role of adults and peers in children's cognitive development	Nicola Yuill
Week 5 WORKSHOP – From Research to the Classroom		
6	7. Language acquisition	Jessica Horst
	8. Vocal communication through the lifespan: a comparative approach	David Reby
7	9. Nature and nurture of child development: how to study?	Darya Gaysina
	10. Nature and nurture of child development: typical and atypical	Darya Gaysina
Week 7 WORKSHOP – Debating Nature-Nurture in Language Development		
8	11. Emotional development and attachment	Bonamy Oliver
	12. Beyond attachment: family contexts	Bonamy Oliver
9	13. Socialisation: Parenting and moral reasoning	Bonamy Oliver
	14. Assessing parenting: Whom should we trust?	Bonamy Oliver
Week 9 WORKSHOP – Applying 20th Century Theory to Modern Day Parenting		
10	15. Peer relations	Robin Banerjee
	16. Sexual behaviour in young people	Richard de Visser
EASTER BREAK		
11	17. Developmental psychopathology: diagnosis and development	Bonamy Oliver
	18. Developmental psychopathology: prevention and intervention	Bonamy Oliver
Week 11 WORKSHOP – Preventing Bullying – Why is it so Difficult?		
12	Study skills/MCQs	Dave Smalley

	Dr Bonamy Oliver (Convenor)	**Research interests:** Developmental psychology and psychopathology; family psychology; behavioural genetics; **Other undergraduate teaching:** Developmental Psychology (Y2); Clinical Psychology and Mental Health (Y2); Psychology of the Family (Y3 option); final-year project supervision.
	Dr Dave Smalley (Teaching Fellow and Tutor Lead)	**Research interests:** Socio-cognitive contributors to bullying in schools and links between learning goals, educational aspirations and achievement in Higher Education. **Other undergraduate teaching**: Individuals and Groups (Y1), Cognition in Clinical Contexts (Y1) and embedded study skills support.
	Prof Robin Banerjee	**Research interests:** Social and emotional development at school; peer relationships; self-presentation and social anxiety **Other undergraduate teaching:** Psychology in Education (Y3 option); final year project supervision
	Dr Darya Gaysina	**Research interests:** Behavioural genetics; the role of genetic and environmental factors and their interplay in normal and abnormal psychological development **Other undergraduate teaching:** Developmental Psychology (Y2); final-year project supervision
	Dr David Reby	**Research interests:** Vocal communication in mammals, including deer, elephants, dogs, and humans **Other undergraduate teaching:** Human Vocal Communication (Y3 option); Animal Vocal Communication (final-year option); final-year project supervision
	Dr Richard de Visser	**Research interests:** Young people's health behaviour; sexual health **Other undergraduate teaching:** Medical School teaching; Applied Psychology (Y1); Perspectives on Psychology (Y3); final-year project supervision
	Dr Nicola Yuill	**Research interests:** The development of social cognition in children with typical and atypical development (e.g., autism, ADHD); language and text comprehension; use of technology to support development through collaborative discussion **Other undergraduate teaching:** Social-Cognitive Development (Y3 option); final-year project supervision

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LECTURE TOPICS AND ASSOCIATED READING

Please read this Handbook and the Workshop Information carefully.

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Week 1

1. The concept of development: What develops?

This lecture is introductory,

Essential Reading:

> Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 1: An introduction to child development

Week 2

2. The concept of development: How does development occur?

This lecture is introductory,

Essential Reading:

> Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 1: An introduction to child development

Week 3

3. Piaget's approach to cognitive development

Essential Reading:

> Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 4, Theories of cognitive development, pp. 130-142.

Further Reading:

> Donaldson, M. (1978). *Children's minds.* London: Fontana.
>   -- especially Appendix: Piaget's theory of intellectual development (pp. 129-146)

> Piaget, J. (1970/1990). Extracts from Piaget's theory. Reprinted in K. Richardson & S. Sheldon (Eds.), *Cognitive development to adolescence* (pp. 3-18). Hove, East Sussex: Erlbaum/Open University.

Week 4

4. Cognitive development: Beyond Piaget

Essential Reading:

Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 4, Theories of cognitive development, pp. 142-156.

Further Reading:

Donaldson, M. (1978). *Children's minds.* London: Fontana.
Schneider, W., Gruber, H., Gold, A., & Opwis, K. (1993). Chess expertise and memory for chess positions in children and adults. *Journal of Experimental Child Psychology, 56*, 328-349.
Siegler, R.S., & Crowley, K. (1991). The microgenetic method: A direct means for studying cognitive development. *American Psychologist, 46,* 606-620.
Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. pp. 267-271 on theory of mind

Week 5

5. Vygotsky's sociocultural approach

Essential Reading:

Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 4, Theories of cognitive development, pp. 156-167.

Further Reading:

Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction, 1,* 117-175.
Wood, D. (1998). *How children think and learn: The social contexts of cognitive development (2nd ed.).* Oxford: Blackwell.
Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, 17,* 89-100.

6. Children telling jokes: The role of adults and peers in children's cognitive development

Further Reading:

Mercer, N., & Littleton, K. (2007). *Dialogue and the development of children's thinking: A sociocultural approach.* London: Routledge.
Mercer, N., & Howe, K. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, Culture, and Social Interaction, 1,* 12-21.

Week 6

7. Language acquisition

Essential Reading:

> Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 6, Development of language and symbol use, pp. 216-252.

Further Reading:

> Markman, E. M., & Wachtel, G. F. (1988). Children's use of mutual exclusivity to constrain the meanings of words. *Cognitive Development, 20,* 121-157.
> Siegal, M. (2004). Signposts to the essence of language. *Science, 305,* 1720-1721.
> Tomasello, M. (1995). Language is not an instinct. *Cognitive Development, 10,* 131-156.

8. Vocal communication through the lifespan: a comparative approach

Further Reading:

> McComb, K., & Reby, D. (2009). Communication in terrestrial animals. In L. R. Squire (Ed.), *New Encyclopedia of Neuroscience.* Elsevier.

Week 7

9. Nature and Nurture of child development: how to study?

Essential Reading:

> Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 3: Biology and Behavior, pp.85-105.

Further Reading:
> Plomin, R., DeFries, J.C., Knopik, V.S., & Neiderhiser, J.M. (2013). *Behavioral Genetics* (6th edition). New York: Worth Publishers. Chapter 6, Nature, Nurture, and Human Behavior

10. Nature and Nurture of child development: typical and atypical

Essential Reading:

> Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 3: Biology and Behavior, pp.85-105.

Further Reading:
> Plomin, R., DeFries, J.C., Knopik, V.S., & Neiderhiser, J.M. (2013). *Behavioral Genetics (6th edition).* New York: Worth Publishers. Chapter 13, Specific Cognitive Abilities

Week 8

11. Emotional development and attachment

Essential Reading:

    Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth.
    Chapter 10: Emotional development, pp. 384-394, 398-409, and 414-421.
    Chapter 11, Attachment to others and development of self, pp. 426-439

Further Reading:

    Schaffer, H. R. (1996). *Social development.* Oxford: Blackwell.
    Harris, P. L. (1989). *Children and emotion.* Oxford: Blackwell.
    Cole, P. (1986). Children's spontaneous control of facial expression. *Child Development, 57,* 1309-1321.

12. Beyond attachment: Family contexts

Essential Reading:

    Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. pp 489-496 and pp 498-505.

Further Reading:

    Oliver, B.R., Kretschmer, T. & Maughan, B. (2014). Configurations of early risk and their association with academic, cognitive, emotional and behavioural outcomes in middle childhood. *Social Psychiatry and Psychiatric Epidemiology, 1-10.*

Week 9

13. Socialisation: Parenting and moral reasoning

Essential Reading:

    Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. pp. 468-480 and pp. 554-566

Further Reading:

    Belsky, J. (1984). The determinants of parenting: A process model. *Child Development, 55,* 83-96.
    Dunn, J., Brown, J., Slomkowski, C., Tesla, C., & Youngblade, L. (1991). Young children's understanding of other people's feelings and beliefs: Individual differences and their antecedents. *Child Development, 62,* 1352-1366.
    Miller, J. G., & Bersoff, D. M. (1992). Culture and moral judgment: How are conflicts between justice and interpersonal responsibilities resolved? *Journal of Personality and Social Psychology, 62,* 541-554.

14. Assessing parenting: Whom should we trust?

Further Reading (Book PDF available on Study Direct; most relevant chapters: 1, 2, 3, & 6):

> Pike, A., Coldwell, J., & Dunn, J. (2006*). Family relationships in middle childhood.* York, UK: York Publishing Services/Joseph Rowntree Foundation.

Week 10

15. Peer relations

Essential Reading:

> Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How children develop* (4th edition). NY: Worth. Chapter 13, Peer relationships, pp. 510-540.

Further Reading:

> Gifford-Smith, M. E., & Brownell, C. A. (2003). Childhood peer relationships: Social acceptance, friendships, and peer networks. *Journal of School Psychology, 41,* 235-284.
> Banerjee, R., Watling, D., & Caputi, M. (2011). Peer relations and the understanding of *faux pas:* Longitudinal evidence for bidirectional associations. *Child Development, 82,* 1887-1905.
> Coie, J. D., Dodge, K. A., & Coppotelli, H. (1982). Dimensions and types of social status: a cross-age perspective. *Developmental Psychology, 18,* 557-570.

16. Sexual behaviour in young people

Further Reading:

> Wells, B., & Twenge, J. (2005). Changes in young people's sexual behaviour and attitudes, 1943-1999. *Review of General Psychology, 9,* 249-261.
> Prinstein, M. J., & La Greca, A. M. (2004). Childhood peer rejection and aggression as predictors of adolescent girls' externalizing and health risk behaviors: A 6-year longitudinal study. *Journal of Consulting and Clinical Psychology, 72,* 103-112.

Week 11

17. Developmental psychopathology: diagnosis and development

Essential Reading:

> Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2012). *Developmental psychology.* London: McGraw-Hill. Chapter 15, Developmental psychopathology, pp. 445-476.

Further Reading:

> Frick, P. J., & Viding, E. (2009). Antisocial behaviour from a developmental psychpathology perspective. *Development and Psychopathology, 21,* 1111-1131.

18. Developmental psychopathology: prevention and intervention

Essential Reading:

> Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2012). *Developmental psychology.* London: McGraw-Hill. Chapter 15, Developmental psychopathology, pp. 445-476.
> Sainsbury Centre for Mental Health (2009). *The Chance of a Lifetime: Preventing Early Conduct Problems and Reducing Crime*. London: Sainsbury Centre for Mental Health.

Further reading:

> Maughan, B., Rowe, R., Messer, J., Goodman, R., & Meltzer, H. (2004). Conduct disorder and oppositional defiant disorder in a national sample: developmental epidemiology. *Journal of Child Psychology and Psychiatry, 45(3),* 609-621.
> Sandler, I., Schoenfelder, E., Wolchik, S., & MacKinnon, D. (2011). Long-term impact of prevention programs to promote effective parenting: lasting effects but uncertain processes. *Annual Review of Psychology, 62,* 299-329.

Week 12

Study Skills

This lecture provides students with **support on study skills**. The lecture will provide general guidance and revision tips for unseen MCQ exams but there is scope to include other skills within the session.

As the term progresses, students are encouraged to **think about and identify aspects of study from which they would benefit additional support** to take them through to the second year.