Psychology of Childhood and Adolescence (C8813)

Year 1: Spring Term 2016

Module Convenor: Dr Bonamy Oliver
Bonamy.Oliver@sussex.ac.uk
Pevensey 1, Room 1C8

IMPORTANT NOTES:

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

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 psyoff@sussex.ac.uk
Module Objectives and Learning Outcomes

This module examines 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 findings in the field of developmental psychology 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
- Reason scientifically and demonstrate the relationship between psychological theory and evidence
- Critically evaluate primary and secondary psychological literature.

Contact Time and Teaching Methods

18 lectures x 1 hour
6 seminars x 1 hour

Lectures will give a general overview of the topic. Seminars are designed to provide additional support for students in concert with, as well as above and beyond lecture content. Seminars will focus on discussion of key readings, clarification and discussion of issues contained in lectures, and student-led dialogue on topics relevant to the module content.

Times of lectures and seminars are available on your timetable (https://direct.sussex.ac.uk)

Assessment

Electronic Submission and Feedback

Students are to submit essay coursework assessments electronically; your Sussex Direct webpages and the module assessment information below will give all assessment details. Feedback for all e-submission assessments will also be provided electronically.

Please refer to the link below for further information:

http://www.sussex.ac.uk/tel/submission/students
C8813 Module Assessment

- Coursework
  Weighted 40%
  - 1,500-word coursework essay (30%) - via e-submission
  - Two quizzes on core content (average of the two marks; 10%)
    (“Computer Based Examination” - online via Study Direct)

- Unseen multiple-choice examination (end-of-year assessment period)
  Weighted 60%
  This examination will cover all 18 lectures and reading marked as essential

Please access Sussex Direct for submission deadlines: https://direct.sussex.ac.uk

Your essay needs to use references and citations in accordance with APA-style. (For help on APA-style see: http://www.apastyle.org/).

Please note that you are encouraged to make the most of the oral and written feedback provided to you. I encourage you to discuss your feedback if you feel it would be helpful with your seminar tutor, the topic lecturer and/or me as convenor.

Turnitin

You are encouraged to use the internet-based text-matching service, Turnitin, prior to submitting your assessments. This may help you identify problems with your referencing.

Turnitin is also used during the marking process as a means of checking the originality of submitted work. All assessments submitted electronically via e-submission will be uploaded to the Turnitin database and an Originality Report will be made available to the marker.

Please refer to the link below for further information:

http://www.sussex.ac.uk/tel/submission/students

Student Evaluation

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

Information on the following can be found at the links below:

- submitting your work
- missing a deadline
- late penalties
- EC – Exceptional Circumstances (formerly known as MEC- mitigating evidence)
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

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

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

The module will include a series of 18 lectures, with accompanying essential reading focusing on key theories and research findings in the area of developmental psychology.

The module will also include a series of 6 seminars, that provide an opportunity for students to discuss the material they have been reading and hearing about in lectures, and to ask questions. Students are encouraged and expected to participate fully in seminar discussion and group activities, and will gain experience in orally communicating information to each other within an informal and supportive context.

Seminar discussions and activities will be led by a team of tutors working on this module, who will also provide guidance on the coursework essay assignment, quizzes, and on preparation for the unseen multiple-choice examination. Note that you may also see topic lecturers and the module convenor within drop-in hours when helpful.

In weeks 7 and 12, you will complete an online ‘quiz’, from which your two marks will be averaged as your final Quiz assessment mark. 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 question difficulty. 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.**

Essential Reading

For each lecture topic, students should complete the essential reading for each topic prior to the relevant seminar. With the exception of lecture topics for which the essential reading will be available online (noted in lecture descriptions as appropriate), all essential reading will be taken from the following textbook, which you are strongly encouraged to purchase:


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.

For some of the lecture-related seminars, there is also some essential reading. These are included under appropriate lecture topics, and materials will be available online.

Some recommended texts on developmental psychology are:


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

Essay Writing

A helpful guide to essay writing, Write That Essay, is provided on the Study Direct site for this module. Please consult this guide. Other usefull information is available on s3 (http://www.sussex.ac.uk/s3/).

You will receive a mark on a scale from 0 to 95 for your essay. Possible marks and the corresponding classifications are as follows:

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<thead>
<tr>
<th>Classification</th>
<th>Possible Marks</th>
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<tbody>
<tr>
<td>First-class</td>
<td>72, 75, 78, 82, 88, 95</td>
</tr>
<tr>
<td>Upper-second class</td>
<td>62, 65, 68</td>
</tr>
<tr>
<td>Lower second-class</td>
<td>52, 55, 58</td>
</tr>
<tr>
<td>Third-class</td>
<td>42, 45, 48</td>
</tr>
<tr>
<td>Fail marks</td>
<td>0, 10, 20, 30, 35, 38</td>
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</tbody>
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For the essay, the key issues on which you will be marked are:

- **Structure:** You should have an introduction that clarifies the focus of your essay and presents your main line of argument. The main body of the essay should consist of a sequence of your major points. These points need to be explained and justified with reference to evidence, examples, or other supporting material. They should be organised in a logical manner so that the overall sense and direction of your work are clear to the reader. Your essay should end with a conclusion paragraph that summarises your response to the essay question, draws out some implications, and identifies unresolved questions that deserve further attention. You should have a full list of references at the end of your essay (for guidance, see Write That Essay, pp. 8-14 and s3).

- **Content:** You should select material (both theoretical points and research findings) that is appropriate for answering the essay question, going beyond the essential reading in order to obtain more information and gain different perspectives. You should demonstrate a good understanding of this material, defining and clearly expressing key concepts and linking your points together in a way that makes sense. Finally, you should provide some critical analysis of the material, evaluating the theories, methods, or interpretations of researchers whose work you have encountered.

- **Writing style:** You should demonstrate a good standard of written English, and should write in a formal rather than casual style. Ensure that you have acknowledged all sources appropriately: a) all ideas taken from another source should be accompanied by the relevant citation; b) word-for-word reproductions of phrases or sentences should be enclosed in quotation marks and the source and page number should be cited.
Module Outline

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<th>WEEK</th>
<th>LECTURE</th>
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<td>1</td>
<td>1. The concept of development: What develops?</td>
<td>Bonamy Oliver</td>
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<tr>
<td>2</td>
<td>2. The concept of development: How does development occur?</td>
<td>Bonamy Oliver</td>
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<tr>
<td>3</td>
<td>3. Piaget’s approach to cognitive development</td>
<td>Robin Banerjee</td>
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<td>4</td>
<td>4. Cognitive development: Beyond Piaget</td>
<td>Robin Banerjee</td>
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<tr>
<td>5</td>
<td>5. Vygotsky’s sociocultural approach</td>
<td>Robin Banerjee</td>
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<td></td>
<td>6. Children telling jokes: The role of adults and peers in children's cognitive development</td>
<td>Nicola Yuill</td>
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<td>6</td>
<td>7. Language acquisition</td>
<td>Jessica Horst</td>
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<td></td>
<td>8. Vocal communication through the lifespan: a comparative approach</td>
<td>David Reby</td>
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<td>7</td>
<td>9. Nature and nurture</td>
<td>Darya Gaysina</td>
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<td></td>
<td>10. What Everyone Should Know About the Human Genome</td>
<td>Darya Gaysina</td>
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<td>8</td>
<td>11. Emotional development and attachment</td>
<td>Bonamy Oliver</td>
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<td></td>
<td>12. Beyond attachment: Family contexts</td>
<td>Bonamy Oliver</td>
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<td>13. Socialisation: Parenting and moral reasoning</td>
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<td></td>
<td>16. Developmental psychopathology: prevention and intervention</td>
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<tr>
<td>11</td>
<td>17. Peer relations</td>
<td>Robin Banerjee</td>
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<td></td>
<td>18. Sexual behaviour in young people</td>
<td>Richard de Visser</td>
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</table>

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

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>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 (final year option); final-year project supervision; First Year Tutor</th>
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</thead>
<tbody>
<tr>
<td>Dr Bonamy Oliver</td>
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<tr>
<td>(Convenor)</td>
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<tr>
<td>Prof Robin Banerjee</td>
<td>Research interests: Social and emotional development at school; peer relationships; self-presentation and social anxiety Other undergraduate teaching: Psychology in Education (final year option); final year project supervision</td>
</tr>
<tr>
<td>Dr Darya Gaysina</td>
<td>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</td>
</tr>
<tr>
<td>Dr David Reby</td>
<td>Research interests: Vocal communication in mammals, including deer, elephants, dogs, and humans Other undergraduate teaching: Human Vocal Communication (final-year option); Animal Vocal Communication (final-year option); final-year project supervision</td>
</tr>
<tr>
<td>Dr Richard de Visser</td>
<td>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</td>
</tr>
<tr>
<td>Dr Nicola Yuill</td>
<td>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 (final-year option); final-year project supervision</td>
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</tbody>
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PLECTURE TOPICS

1. The concept of development: What develops?
2. The concept of development: How does development occur?

The first two lectures introduce theoretical approaches to development. The first lecture addresses what we consider when we discuss child development. We will talk about whether/how development can be divided into different domains or aspects (e.g., cognitive development, social development), and take a first look at some basic questions about exactly what changes as a child develops.

The second lecture turns to contemporary and historical explanations that have been used to explain and account for observed developmental changes. The lecture introduces different perspectives on the processes and mechanisms that may drive developmental change. An awareness of these perspectives will also help us evaluate different methods for studying development.

**Essential Reading:**

These lectures are introductory. Please read this Module Information booklet carefully and look over the topics to be covered in this module. Then turn to:


Chapter 1: An introduction to child development

**Learning Objectives:**

You should be able to describe and critically evaluate each of the following:

- what is meant by child development
- major themes in explanations of development
- different perspectives on the nature of change
- various theoretical approaches to child development
- a range of methods used in developmental research
Lecture 3. Piaget’s approach to cognitive development

This lecture examines the work of the most influential theorist in developmental psychology of the last century. The lecture provides an overview of Piaget’s theory of cognitive development, and highlights the key changes in children’s thought observed by Piaget.

Essential Reading:

Chapter 4, Theories of cognitive development, pp. 130-142.

Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- basic features of Piaget’s theory of cognitive development
- key mechanisms and processes in cognitive development
- Piaget’s stages of cognitive development
- implications of Piaget’s theory for other fields of work

Further Reading:

- especially Appendix: Piaget’s theory of intellectual development (pp. 129-146)

*** Essential reading for first seminar (Available on study Direct)***

See pp. 30-32 (Observation 24)
Lecture 4. Cognitive development: Beyond Piaget

This lecture considers critical reactions to Piaget’s work, with regard to his methods, his claims about the mechanisms of cognitive development, and his overall theoretical orientation. More recent research is used to re-assess Piaget’s contribution to developmental psychology. Finally, we will consider how information-processing approaches have been used to explain children’s cognitive development.

Essential Reading:


Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- the contribution of Piaget’s work to developmental psychology
- criticisms of Piaget’s methods and theory
- the main features of information-processing approaches
- children’s use and understanding of mental strategies
- developmental issues in the study of memory

Further Reading:


***REMINDER: Essential reading for first seminar (Available on study Direct)***

Lecture 5. Vygotsky’s sociocultural approach

This lecture explores Vygotsky’s ‘sociocultural’ theory of cognitive development, the importance of which is becoming increasingly recognised in developmental psychology. In particular, we look at the role of social interaction in development and the role of language in cognitive growth. We contrast the theory with that of Piaget and consider its important educational implications.

Essential Reading:

Chapter 4, Theories of cognitive development, pp. 156-167.

Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- The role of social interaction and culture in cognitive development
- The move from interpsychological to intrapsychological control of functioning
- The zone of proximal development and cooperative learning
- The role of language in thinking
- The strengths and weaknesses of Vygotsky’s theory

Further Reading:

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

This lecture describes some recent research into improving poor comprehension in children using jokes and riddles. Along the way, we will look at the role of peer discussion, social motivation and collaborative problem-solving between children in fostering the development of insight within the individual.

Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- How Vygotskyan theory relates to research on collaborative learning
- How different theories about the role of language explain effects of collaboration
- The educational implications of work on collaborative learning

Further Reading:


*** Essential reading for next seminar (available on Study Direct)***

Lecture 7. Language acquisition

This lecture addresses the emergence and development of language in childhood. We look first at behaviourist, nativist and interactionist theories. Then, we look at some examples of what develops in five areas: before speech, in phonology (speech sounds), semantics, syntax (grammar), and pragmatics.

**Essential Reading:**

Chapter 6, Development of language and symbol use, pp. 216-252.

**Learning Objectives:**

You should be able to describe and critically evaluate each of the following:

- Key theoretical approaches to language development
- Different aspects of language: phonology, syntax, semantics and pragmatics
- The course of early language development

**Further Reading:**


***REMINDER: Essential reading for next seminar (available on Study Direct)***

Lecture 8. Vocal communication through the lifespan: a comparative approach

This lecture will look at vocal communication in mammals, contrasting two key contexts during which animals use vocal signals to communicate: mother-young relationships and reproduction. We will then see how studies of mammal vocal communication inform us about the nature and evolution of human speech.

Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- Animal vocal communication in the context of mother – young relationships
- Animal vocal communication and reproduction in mammals
- Relevance of studies of animal communication to understanding the evolution of human language.

Further Reading (available on Study Direct):


This lecture focuses on the role of nature and nurture in child development. Development is a joint function of genetic and environmental factors. During the first part of the lecture, the two main research designs to study the role of genetic and environmental factors in child development – twin and adoption designs – will be described. We will discuss how these designs can be used to study the development of complex psychological traits, such as cognition. The second part of the lecture will focus on what heritability is, how it can be estimated, and what is known about the heritability of different psychological traits.

Essential Reading:

Chapter 3: Biology and Behavior, pp.85-105.

Learning Objectives:

You should be able to describe and critically evaluate each of the following:
- Adoption design: strengths and limitations
- Twin design: strengths and limitations
- The role of nature and nurture in the development of cognition
- Heritability of psychological traits

Further Reading:

Chapter 6, Nature, Nurture, and Human Behavior
Chapter 7, Estimating Genetic and Environmental Influences
Chapter 12, General Cognitive Ability

Note: There is no additional reading for the seminar.
Lecture 10. What everyone should know about the human genome

You have already learnt a lot about the role of environment in child development. This lecture will introduce you to the main concepts of molecular genetics, such as genome, genes and genotypes. We will discuss the importance of genetic factors in human diversity and individuality. Finally, we will talk about how genes work to influence complex psychological traits.

**Essential Reading:**

Chapter 3: Biology and Behavior, pp.85-105.

**Learning Objectives:**

You should be able to describe and critically evaluate each of the following:

- Human heredity: genome, gene and genotype
- The role of DNA in human diversity and individuality
- How genes work: from genotypes to phenotypes

**Further Reading:**

Lecture 11. Emotional development and attachment

This lecture considers the development of the infant as an emotional and social being. It examines the early development of emotional relationships, and infant-caregiver attachment in particular. Theoretical models of the attachment relationship, as well as claims regarding the significance of early attachments, are critically assessed.

Essential Reading:

Chapter 11, Attachment to others and development of self, pp. 426-439

Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- Research on emotional behaviour and emotion recognition in infancy
- Issues regarding the role of temperament in emotional interactions
- Theories of infant-caregiver attachment
- Approaches to the measurement of attachment ‘security’
- Evidence on the consequences of attachment

Further Reading:

Lecture 12. Beyond attachment: Family contexts

This lecture will provide an overview of research relating to family circumstances and inter-parental relationships in relation to child cognitive, emotional and behavioural development.

Essential Reading:


Learning Objectives:

You should be able to:

- Identify family circumstances that may be pertinent to children’s emotional and behavioural development
- Evaluate the effects of divorce and inter-parental conflict on development

Further Reading (available on Study Direct):


***Essential reading for next seminar (available on Study Direct)***

Lecture 13. Socialisation: Parenting and moral reasoning

This lecture addresses the role of parents in socialising their children, and evaluates evidence regarding the importance of distinctions between different ‘parenting styles’. Also, theoretical approaches to the acquisition of morality are evaluated with reference to empirical evidence regarding the development of moral reasoning.

Essential Reading:

Chapter 12, The family, pp. 468-480.
Chapter 14, Moral development, pp. 554-566

Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- Ways of classifying ‘parenting style’
- Antecedents and consequences of different types of parenting practices.
- Theories of moral development
- Research findings on the development of moral reasoning

Further Reading:


***REMINDER: Essential reading for next seminar (available on Study Direct)***

Lecture 14. Assessing parenting: Whom should we trust?

This lecture describes the many different methods used to assess parenting styles in childhood. The strengths and weaknesses of each approach are compared. Methods and findings are used to illustrate the diversity of assessment techniques used in contemporary research.

**Learning Objectives:**

You should be able to describe and critically evaluate each of the following:

- Approaches to assessing parenting in childhood
- Parent-child agreement
- Correlates of children’s views of parenting
- Children’s views of parenting and subsequent adjustment

**Further Reading (A pdf of this book is available on Study Direct. The most relevant chapters are 1, 2, 3, & 6):**

Lecture 15. Developmental psychopathology: diagnosis and development

This lecture considers the origins and development of childhood disorders. A number of examples in the areas of behavioural difficulties, emotional disorders, and learning difficulties will be discussed. Special attention will be paid to critical issues surrounding definition and diagnosis, and theories regarding the causes of diverse childhood disorders.

**Essential Reading:**

(Available on Study Direct)


**Learning Objectives:**

You should be able to describe and critically evaluate each of the following:

- Difficulties inherent in the concept of ‘abnormal’ or ‘atypical’ development
- Central issues in research on developmental psychopathology (including diagnosis and assessment)
- Research on prevalence of psychopathological conditions
- Examples of atypical development (including pervasive developmental disorders, externalising disorders, internalising disorders, and attention and learning difficulties)

**Further Reading:**


This lecture considers the approaches to the treatment of childhood disorders, with specific focus on the most common of these, the conduct disorders. Discussion will include theoretical bases for treatment approaches, what works and for whom, as well as challenges to treatment effectiveness.

**Essential Reading (available on Study Direct):**


**Learning Objectives:**

You should be able to:

- Describe risk, development and definition of conduct problems
- Describe links between parenting and conduct problems
- Critically evaluate approaches to treatment

**Further reading:**


*** Essential reading for next seminar (available on Study Direct)***


Lecture 17. Peer relations

This lecture addresses the development of peer relations during childhood and adolescence. The early emergence of peer relations is examined, and later changes in the nature of peer group interaction are discussed. Evidence regarding the origins and consequences of differences in peer status (e.g., popular vs. rejected) is assessed.

Essential Reading:


Chapter 13, Peer relationships, pp. 510-540.

Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- Research on the early emergence of peer interactions
- Evidence regarding the nature and importance of children’s play
- The significance of – and roles played by – friends
- Antecedents and consequences of peer status
- Different approaches to social competence

Further Reading:


***REMINDER: Essential reading for next seminar (available on Study Direct)***


Lecture 18. Sexual behaviour in young people

This lecture will give an overview of young people’s sexual behaviour. The first part will compare the sexual behaviour of young people today with that of older generations. The bulk of the lecture will address the findings of research into individual and social factors that influence young people’s sexual behaviour. The third part of the lecture will address the health and social consequences of young people’s sexual behaviour.

Learning Objectives:

You should be able to describe and critically evaluate each of the following:

- How young people’s sexual behaviour compares with that of older people and previous generations
- The key factors that influence young people’s sexual activity
- The consequences of young people’s sexual activity, and responses to these

Further Reading: