1. **Title of the module**

PSYC8520 (SP852): Developmental Psychology in Professional Practice

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional to Developmental Psychology, Social & Applied Psychology, Research Methods, Groups and Intergroup Relations, and Cognitive/Neuropsychology

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate knowledge and understanding of how developmental psychology theory and methods are used in Professional Settings e.g. education, healthcare, clinical.
   2. Demonstrate understanding of the potential contribution Developmental Psychology research can make to Professional Settings e.g. education, healthcare, clinical.
   3. Gain insight into current issues/problems in Professional Settings where Developmental Psychology is or could potentially provide insights/solutions.
   4. Familiarise self with Case Studies illustrating Developmental Psychology in action in Professional Settings.
   5. Develop own Case Study illustrating Developmental Psychology in action in Professional Settings.
   6. Demonstrate key intellectual skills be critically evaluating the role of Developmental Psychology in Professional Settings, in terms of the relevance and usefulness of theory and methodologies used in Developmental Psychology.
   7. Evaluate the contribution developmental psychology can make in Professional Settings.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Appraise developmental psychology theories and methods used in the study of cognitive development through an understanding of statistical material
   2. Communicate critically evaluations of developmental psychology methods and theories in terms of cognitive development.
   3. Work and collaborate with others in reviewing research and disseminate or communicate work to an audience (i.e. via a poster, presentation)
   4. Demonstrate the ability to solve problems through independent learning and use of IT.
3. **A synopsis of the curriculum**

The focus of this module is on developing students’ understanding of how developmental psychology can be applied in professional settings. This module will provide students with an insight into how developmental psychology theory and methods are used in Professional settings e.g. education, healthcare, clinical.

Students will receive lectures fromprofessionals working in Clinical psychology, Educational psychology and Speech and Language development. These contributors will explain, first-hand, current issues/problems in professional settings where developmental psychology is or could potentially provide insights/solutions the extent. The speakers will consider the role of developmental psychology in their professional settings, outline major theories that inform practice and critically evaluate the role of developmental psychology in their setting. Students will have an opportunity to hear about specific instances where theories and methods from developmental psychology can be applied to a particular problem or issue in a professional setting, referred to as ‘Case Studies’.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

There is no core text book for this course as it covers specialist topics in depth. Instead, for each lecture background reading will be provided. This will include the relevant books, book chapters and journal articles. For those students who welcome a recommendation for a good background book then the following book is a good core reader.

* Alexander, P.A. & Winne, P.H. (2006). Handbook of educational psychology (2nd Ed). Mahwah, NJ: Lawrence Erlbaum Associates
* Ashton, R. & Roberts, E. (2006). What is valuable and unique about the educational psychologist? Educational Psychology in Practice.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Poster A2 size; guidelines of 500 – 1,000 words, but not prescriptive 40%

Essay 6,000 words 60%

13.2 Reassessment methods

Like for Like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture/Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Poster | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay (6,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018