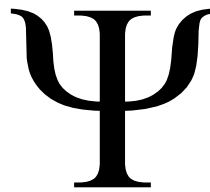




Academic Discipline: Psychology & Counselling



BSc (Hons) Psychology

BSc (Hons) Psychology and Counselling

Module ECPS5004 Individual Differences across the Lifespan

**Llawlyfr Modiwl | Module Handbook
2023-2024**

Module ECPS5004 Individual Differences across the Lifespan

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

Dr Judith Marshall

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ECPS5004 Individual Differences across the Lifespan: Module Information

This is a Level Five module and therefore requires a high level of both commitment and independent thought. It is important that you attend lectures and seminars, and absolutely vital that you keep up with the readings required for each week. In addition, you are expected to carry out wider reading.

The Individual Differences across the Lifespan module builds upon modules and content that you have covered in previous years of your degree. Specifically, it will draw upon areas of individual differences and developmental psychology and will consider theory and research appropriate to understand the range of differences between people. As this is a level five module, it is expected that students will engage fully with the relevant theories in order to apply them to the module topics and the assessments.

MODULE CODE: ECPS5004
TITLE: Individual Differences across the Lifespan
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: C820

AIM(S)

- To develop a critical understanding of psychological explanations of individual differences in typical and atypical development across the lifespan and associated methodological and ethical issues.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate the contribution of theoretical explanations of individual differences in cognitive, social and emotional development over time;
- demonstrate critical understanding of the difference between typical and atypical development and the associated psychological theories and debates surrounding these issues;
- critically discuss how psychological research on individual differences has developed historically and associated methodological and ethical considerations;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

This module will bring together the two core GBC curriculum areas of Developmental Psychology and Individual Differences, focused around a coherent development of critical understanding of relevant theories and methodological issues across the lifespan including:

- Theories of typical and atypical cognitive, emotional and intellectual development and decline across the lifespan.
- Cognitive development in childhood, including coverage of stage theories of cognitive development (e.g. Piaget, Vygotsky).
- Developmental delay and autism spectrum disorders in childhood.
- Individual differences in aging, including theories of typical and atypical cognitive decline in older age e.g., dementia.
- Ethical and methodological issues associated with researching individual differences, including traditional and non-traditional assessment paradigms e.g. psychometric assessment of individual differences.

LEARNING AND TEACHING STRATEGY

Topics will be introduced through interactive lectures with seminars immediately following to consolidate learning through class and small group exercises, debates and discussions.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

This written essay will allow students to demonstrate their ability to critically evaluate psychological theories of human behaviour related to either individual differences or developmental psychology.

Assessment Component 2

Written exam ☒ Coursework Practical

Mode of assessment	Volume	Weighting
Case Study Report	2,500 words	50%

A case study write-up will enable students to demonstrate their ability to apply their understanding of psychological theory and evidence to a specific scenario in developmental psychology or individual differences.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

This module is a core requirement for Graduate Basis for Chartership (GBC) accreditation with the British Psychological Society (BPS) as set out in documentation to the BPS February 2018.

READING LIST

Module Code	ECPS5004	
Module Title	Individual Differences Across the Lifespan	
Classification	Reading List entry	Electronic*
Essential	Chamorro-Premuzic, T. (2015). <i>Personality and individual differences (3rd ed.)</i> . Chichester: BPS Wiley.	☐
Essential	Maltby, J, Day, L., & Macaskill, A. (2013). <i>Personality, individual differences and intelligence (3rd ed.)</i> . Harlow, England: Pearson.	☒
Further	Arnett, J. J. (2010). <i>Adolescence and emerging adulthood (4th ed.)</i> . NJ: Pearson.	☐
Further	Hughes, D. (2000). <i>Facilitating developmental attachment: The road to emotional recovery and behavioral change in foster and adopted children</i> . MD : Rowman & Littlefield Publishers.	☒
Further	Hughes, D. (2017). <i>Building the bonds of attachment. Awakening love in deeply traumatized children (3rd ed.)</i> . MD : Rowman & Littlefield Publishers.	☒
Further	Haslam, N., Smillie, L., & Song, J. (2017). <i>An introduction to personality, individual differences and intelligence (2nd ed.)</i> . London: Sage.	☐
Further	Morra, S. (2008). <i>Cognitive development: Neo-Piagetian perspectives</i> . NY: Lawrence Erlbaum Associates.	☐
Further	Mahoney, B. (2011). <i>Personality and individual differences</i> . Exeter: Learning Matters.	☐
Further	Nabuzoka, D., & Empson, J. M. (Eds.). (2010). <i>Culture and psychological development</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Schaie, K., & Willis, S. L. (Eds.). (2016). <i>Handbook of the psychology of ageing (8th ed.)</i> . London: Academic Press.	☐
Further	Smith, R. (2010). <i>A universal child?</i> Basingstoke: Palgrave Macmillan.	☐
Further	Stuart-Hamilton, I. (2012). <i>The psychology of ageing: An introduction</i> . London: Jessica Kingsley Publishers.	☐
Further	<i>Adolescence</i>	☒
Further	<i>Aging and Mental Health</i>	☒
Further	<i>British Journal of Developmental Psychology</i>	☒
Further	<i>British Journal of Educational Psychology</i>	☒
Further	<i>British Journal of Social Psychology</i>	☒
Further	<i>Child Development</i>	☒
Further	<i>Child Development Perspectives</i>	☒
Further	<i>European Journal of Aging</i>	☒
Further	<i>Journal of Intellectual Disabilities</i>	☒
Further	<i>Psychology and Aging</i>	☒

Module Core Texts

Essential Reading:

Arnett, J. J. (2010). *Adolescence and emerging adulthood* (4th ed.). NJ: Pearson.

Chamorro-Premuzic, T. (2015). *Personality and individual differences* (3rd ed.). Chichester: BPS Wiley.

Haslam, N., Smillie, L., & Song, J. (2017). *An introduction to personality, individual differences and intelligence* (2nd ed.). London: Sage.

Schaie, K., & Willis, S. L. (Eds.). (2016). *Handbook of the psychology of ageing* (8th ed.). London: Academic Press.

Additional Reading:

Maltby, J, Day, L., & Macaskill, A. (2013). *Personality, individual differences and intelligence* (3rd ed.). Harlow, England: Pearson.

On-campus sessions

The following pages set out the teaching and reading structure for the 'Individual Differences across the Lifespan' module.

On-campus interactive sessions will focus on introducing and developing the module topics. These sessions will consist of 'lecture' style teaching, along with student group-based activities. This will allow you to demonstrate and develop your knowledge of the topics and to discuss the issues raised in the readings and taught elements.

These sessions will also provide guidance regarding the academic skills required for your module assignments. It is essential that you keep up to date with the readings attached to the weekly topics in the module to fully benefit from these interactive sessions.

Please see your timetable for the dates/times of the on-campus sessions.

Readings

The taught sessions will provide you with a framework of information – it is your wider reading that will help you to develop a comprehensive understanding of the topic. Each taught session comes with a series of readings, some classed as 'essential' and others as 'additional'. It is expected that you will carry out the essential reading for the lectures as we go along (it is a good idea to spend some time going over the essential reading before the lecture, to aid your understanding of the topic during the lecture). The additional readings will provide depth to your knowledge, and you are encouraged to engage with as many of these readings as possible.

Whilst you should refer to the Psychology Student Handbook for specific details, this excerpt from the handbook sets out what is expected of your work at Level 5. The points which are most important for this assignment are highlighted:

At Level 5 it is expected that students will demonstrate the following qualities:

- More highly developed ability to complete a variety of written tasks effectively, including discursive essay, reports, and case study presentations.
- Be able to participate orally in a variety of different groups and settings in a confident and articulate fashion.
- Be able to use language with increasing complexity and sophistication.
- Be practised in hypothesis formation and knowledgeable about the means for testing hypotheses.
- Have the capacity to develop a major research interest evolving from the course and to prepare for an involvement with it.
- Be able to apply a range of theoretical models.
- Be able to synthesise theories, concepts and information in relatively novel ways.
- To have become more practised in critically appraising the competing claims of alternative primary and secondary sources.
- A growing ability to manage learning in a self-organised manner with a particular view to the importance of achieving desired outcomes within limited time periods.

The following pages set out the lecture structure. This handbook and the associated Moodle folder should be used to keep track of what we are covering and what the requirements are for seminar preparation.

Lecture One

Autism Spectrum Disorders

This first topic will discuss psychological explanations of causes, diagnosing and treating autistic disorders. We will consider the impact on individuals' development into adulthood.

Main Themes

- What is autistic spectrum disorder? What are the symptoms?
- When can it be diagnosed?
- Assessment
- Treatment and Care

Essential Reading

Doyle, B. T., Doyle Inland, E. (2004). *Autism spectrum disorders from A to Z: assessment, diagnosis & more*. Arlington, Tex.: Future Horizons.

Additional Reading

Khalid, K. A. A. (2013). *A practical guide to mental health problems in children with autistic spectrum disorder: it's not just their autism*. London: Jessica Kingsley Publishers

Zager, D. (2005). *Autism spectrum disorders : identification, education, and treatment (3rd ed)*.. Mahwah, N.J. ; London : Lawrence Erlbaum.

Lecture Two

Attention Deficit Hyperactivity Disorder (ADHD)

During this topic, we will be discussing one of the most diagnosed learning disorders. We will consider a range of aspects, including definitions of ADHD, psychological assessment and diagnosis, proposed aetiology, and patterns of progression through the lifespan.

Main Themes

- Psychological assessment and diagnosis
- Proposed aetiology of ADHD
- Effects of early life experiences on development through the lifespan

Essential Readings:

Conrad, P. (2006). *Identifying hyperactive children: the medicalization of deviant behavior*. Aldershot : Ashgate

Lloyd, G., Stead, J., Cohen, D. (2007). *Critical new perspectives on ADHD*. London: Routledge.

Additional Readings

Hughes, L., Cooper, P. (2007). *Understanding and supporting children with ADHD : strategies for teachers, parents and other professionals*. London : Paul Chapman

Lecture Three

Shyness, Embarrassment and Social Exclusion

This week, we will be considering psychological explanations of shyness and models of embarrassment. We will then discuss social exclusion; what is social exclusion? In what ways can a person be impacted by being socially excluded? How might the effects of social exclusion be reduced?

Main Themes

- Biological effects of social exclusion
- Cognitive effects
- Emotional effects
- Social effects

Essential Reading

Riva, P., Eck, J. (Eds.) (2016). Social Exclusion: Psychological Approaches to Understanding and Reducing Its Impact. *Springer Nature: Switzerland*.
https://www.researchgate.net/profile/Melanie_Killen/publication/277575557_Social_exclusion_in_childhood_and_adolescence/links/581ce4ac08aea429b291fe75/Social-exclusion-in-childhood-and-adolescence.p

Additional Reading

Preferably appropriate journal papers.

Lecture Four

Adolescence and Emerging Adulthood

This week, we will examine the psychosocial challenges faced in adolescence, focusing upon the quest for an identity, judgement and risk-taking. We will consider whether adolescence is a universal stage of development or a socially-constructed concept, and explore the evidence in support of Erikson's psychosocial theory. We will also consider the concept of emerging adulthood.

Main Themes

- Identity
- Relationships
- Coping and Resilience
- Emotions
- Arnett's contemporary theory of emerging adulthood.

Essential Reading

Arnett, J. J. Kloep, M., Hendry, L. B., Tanner, J. L. (2011). *Debating Emerging Adulthood: Stage or Process*. Oxford Scholarship Online

Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth.

Hendry, L. B., Kloep, M. (2012). *Adolescence and adulthood : transitions and transformations*. Houndmills, Basingstoke; New York, NY: Palgrave Macmillan

Additional Reading

Cramer, P. (2000). Development of Identity: Gender Makes a Difference. *Journal of Research in Personality* 34, 42–72

Lerner, R. M. & Steinberg, L. (Eds) (2009). *Handbook of adolescent psychology*. New Jersey: Wiley

Arnett, J. J. (2010). *Adolescence and Emerging Adulthood: A cultural approach (4th ed.)*. Upper Saddle River, NJ : Pearson Prentice Hall.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, Vol 55(5), pp. 469-480.

Lecture Five

Young and Middle Adulthood

This week will continue our exploration of psychosocial development through the lifespan, focusing upon the challenges of early and middle adulthood. We will identify specific milestones faced during adulthood and compare different theoretical explanations of the significance of these milestones and their relevance today. We will also be considering some of the common demands upon individuals during mid-adulthood. For example raising a family, caring for elderly parents, and coping with divorce are some of the events that can impact upon relationships, lifestyles and mental health.

Main Themes

- Classic models of young adulthood – Levinson etc.
- The 'quarter life crisis'
- Biosocial Development
- Cognitive Development
- Psychosocial Development

Essential Readings

Berger, K. S. (2017). *Developing Person through the Life Span (10th edition)*. MacMillan Publishing.

Santrock, J. W. (2014). *A topical approach to life-span development* 7th ed. New York : McGraw-Hill

Additional Reading

Bee, H. L., Boyd, D. R. (2003). *Lifespan development (3rd ed.)*. Boston : Allyn & Bacon 2003

Lecture Six

Intelligence across the Lifespan

This week we will consider the concept of intelligence. What is 'intelligence'? How might intelligence change during a person's lifespan? We will explore how individual differences play a role in development and change. We will also explore how intelligence can be measured and consider how useful these measurement techniques might be.

Main Themes

- Theories of intelligence
- Measurement of intelligence
- Change across the lifespan

Essential Reading

Chamorro-Premuzic, T. (2015). *Personality and individual differences* (3rd ed.). Chichester: BPS Wiley. (Chapters 5 and 6)

Maltby, J, Day, L., & Macaskill, A. (2013). *Personality, individual differences and intelligence* (3rd ed.). Harlow, England: Pearson. (Chapters 10, 11 and 12)

Stuart-Hamilton, I. (2012). *The psychology of ageing: An introduction*. London: Jessica Kingsley Publishers. (Chapter 2)

Additional Reading

Haslam, N., Smillie, L., and Song, J. (2017), *An Introduction to Personality, Individual differences and Intelligence* (2nd ed.). London: Sage.

Lecture Seven

Individual Differences in Later Life: Social and Cognitive Aspects

This lecture will explore psychological explanations for age differences in cognitive processing. We will be discussing specific aspects of cognition and assembled cognition, along with a consideration of coping with cognitive limitations. We will also focus upon psychosocial aspects of later life. We will discuss Erikson's classic theory of psychosocial development and also a range of models of social interaction and relationships during older age. We will identify the key challenges faced by individuals entering old age and consider whether it is inevitably a time of decline and decay.

Main Themes

- Processing speed, Attention, Memory
- Intelligence, expertise, creativity and wisdom
- Coping with cognitive limitations
- Explanations of cognitive performance and change
- Psychosocial challenges in old age
- Social interactions and relationships
- Explanations of positive and negative ageing

Essential Reading

Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth..

Or

Santrock, J. W. (2009). *Life-span development (12th Edition)*. London. McGraw-Hill.

Stuart-Hamilton, I. (2001). *An Introduction to Gerontology*. Cambridge: Cambridge

Schaie, K. W., Willis, S. L. (2013). *Handbook of the psychology of aging (8th ed.)*. London : Elsevier

Stuart-Hamilton, I. (2012). *The psychology of ageing: An introduction*. London: Jessica Kingsley Publishers. (Chapter 3)

Additional Readings

Erber, J. T. (2013). *Aging and older adulthood (3rd ed.)*. Chichester: Wiley-Blackwell 2013

Verhaeghen, P. (2011). Cognitive Processing and Ageing. In *I. Stuart-Hamilton, An Introduction to Gerontology*. Cambridge: Cambridge University Press

Vink, D., Aartsen, M. J. & Schoevers, R. A. (2008). Risk factors for anxiety and depression in the elderly: A review. *Journal of Affective Disorders*, 106, 29–44.

Woods, B. (2011). The Psychology of Atypical Ageing. In *I. Stuart-Hamilton, An Introduction to Gerontology*. Cambridge: Cambridge University Press

Lecture Eight

A Lifespan view of Personality and Personality Disorders in later Life

This topic focuses upon how personality might differ across the lifespan. We will consider how life events, as well as other factors influence the manifestation of personality traits. We will also discuss how personality disorders effect people in later stages of their lives.

Main Themes

- Personality stability and change across the lifespan
- Personality disorders across the lifespan

Reading

Ferguson, C. J. (2010). A Meta-Analysis of Normal and Disordered Personality Across the Life Span. *Journal of Personality and Social Psychology* Vol. 98, No. 4, 659–667

Gomez, V., et al. The influence of personality and life events on subjective well-being from a Lifespan Perspective. *Journal of Research in Personality* (2009), doi:10.1016/j.jrp.2008.12.014

Lucas R. E, Donnellan, M. B. (2011). Age Differences in Big Five Behavior Averages and Variabilities Across the Adult Lifespan: Moving Beyond Retrospective, Global Summary Accounts of Personality. *Journal of Personality and Social Psychology*, Vol. 101, No. 4, 847–861

Schwaba, T., & Bleidorn, W. (2017). Individual Differences In Personality Change Across the Adult Lifespan. *Journal of Personality*.

Lecture Nine

The Dementias

This week we will explore the different types of dementia, their suggested causes. We will consider the changes that occur in the brain and the presenting symptoms along with prognoses for people with a dementia and how people might live with a dementia.

Main Themes

- Psychological symptoms
- Biological changes
- Proposed causes
- Diagnosis
- Medical treatments
- Psychosocial treatments
- Other neurological diseases that can cause dementia

Essential reading

Stuart-Hamilton, I. (2012). *The psychology of ageing: An introduction*. London: Jessica Kingsley Publishers. (Chapter 6)

Additional Reading

Journal: *Dementia: the international journal of social research and practice*. Sage Publications

*This topic requires independent reading of appropriate journal papers.

Lecture Ten

Death, Dying and Bereavement

How do people experience death, dying, bereavement and grief? During this topic we will consider some classic theories of dying and of bereavement grief, and will critically discuss the contributions of these. We will also discuss later explanations of grief.

Main Themes

- Phase theories
- Stage theories
- Attachment and loss
- Dual-process model
- Different types of loss

Essential Reading

Stuart-Hamilton, I. (2012). *The psychology of ageing : an introduction* (5th ed). London: Jessica Kingsley

Additional Readings

Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth.