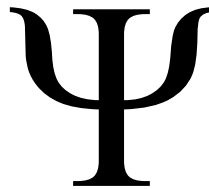




Academic Discipline: Psychology



BSc (Anrh) Seicoleg

BSc (Hons) Psychology

BSc (Anrh) Seicoleg a Cwnsela

BSc (Hons) Psychology and Counselling

Module ECPS4004 Developmental & Social Psychology

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Module: ECPS4004 Developmental & Social Psychology

Module Leader: Dr Judith Marshall

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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.

I wish you well with your studies. If you have any queries regarding this module, please contact the module leader.

Judith Marshall

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An Introduction to the Module

ECPS4004 Developmental & Social Psychology

This is a Level 4 module and therefore is designed to provide you with the foundational skills that will be critical for the future years of your degree programme.

The 'Developmental & Social Psychology' module assumes no previous knowledge of psychology as a subject and the topics covered will give you a thorough grounding in the topic areas that are essential to gaining an understanding of some of the fundamental areas studied by developmental and social psychologists. These topics will be developed during higher level study on the course. Key concepts, theories and empirical studies covered here will underpin psychology modules you will take in your second and third years.

In order to develop the necessary skills and knowledge base for your degree it is vital that you attend **all** scheduled lectures and seminars, keep up with the readings required for lectures and seminars and also carry out your own literature searches for wider reading.

The core texts for this module will provide a sound overview of the topics covered. Each lecture comes with essential readings, and it is important that you use these to supplement your learning throughout the year. However, you are encouraged to engage in relevant additional reading as much as possible, using either suggested books and journal readings or from appropriate sources that you locate yourself.

MODULE CODE: ECPS4004
TITLE: Developmental and Social Psychology
DATED: 26/04/2018
LEVEL: 4
CREDITS: 20

JACS CODE: C820

AIM(S)

- To introduce students to key theoretical, conceptual, historical and methodological issues in social psychology and developmental psychology.

LEARNING OUTCOMES

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

- demonstrate knowledge and understanding of key psychological theories and concepts that determine our understanding of human development;
- demonstrate understanding of key social psychological concepts and social psychological theories relating to explanations of individual and group interaction;
- recognise the historical and cultural context of social and developmental theories;
- take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

This module will introduce students to a number of key topic areas relating to the two BPS GBC areas of Social Psychology and Developmental Psychology, in preparation for more in-depth and specialist exploration of relevant topic areas at Level Five and Level Six, including:

- Classic topic areas in social psychology, including causal attribution, attitudes, pro-social and anti-social behaviour.
- Relationship formation, maintenance and dissolution.
- The nature-nurture debate in Psychology with consideration of the role of biological, genetic and social factors in the development of a range of behaviours and characteristics.
- Key theories of attachment and empirical research relating to the influence of early attachment relationships on the development of identity/ies and future social relationships. The impact of trauma and early attachment styles upon individual's mental health will also be addressed in preparation for higher level module content.

- Cognitive and moral development in childhood.
- The ethical and methodological debates associated with some of the early studies in the field of both developmental and social psychology (e.g., animal deprivation studies, depth perception studies, the strange situation, Milgram's obedience study).

LEARNING AND TEACHING STRATEGY

Topics will be introduced and developed through a combination of lectures and interactive seminars, the latter involving a range of strategies including practical work, 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	2,000 words	50%

This written essay will ask students to demonstrate their ability to provide appropriate psychological explanations of a specific human behaviour through discussion of theory and research in the area of either social or developmental psychology.

Assessment Component 2

Written exam ☒ Coursework Practical

Mode of assessment	Volume	Weighting
Report	1,500 words	50%

This assessment will enable students to carry out a basic content analysis of a short video footage of specific human behaviour using a theoretical framework (e.g. Piaget's theory of cognitive development whilst watching children playing) and to write this up as a report.

Assessment Summary

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

This module is not linked to a Professional, Statutory and regulatory Body (PSRB).

READING LIST

Module Code	ECPS4004	
Module Title	Developmental and Social Psychology	
Classification	Reading List entry	Electronic*
Essential	Hogg, M. A., & Vaughan, G. M. (2018). <i>Social Psychology (8th ed.)</i> . Harlow: Pearson.	☒
Essential	Santrock, J. W. (2014). <i>A topical approach to lifespan development (7th ed.)</i> . London: McGraw-Hill.	☐
Further	Baron, R. A., & Branscombe, N. R. (2013). <i>Social Psychology (13th edition)</i> . London: Pearson Education.	☐
Further	Berger, K. S. (2020). <i>The Developing person through the Lifespan (11th edition)</i> . New York: Worth Publishers.	☐
Further	Berk, L. E. (2018). <i>Development through the Lifespan (7th edition)</i> . Boston: Pearson.	☒
Further	Bevington, P., Smith, R. D., Vignoles, V. L., & Bond, M. H. (2013). <i>Social Psychology across cultures: engaging with a changing world (2nd ed.)</i> . Los Angeles, CA: SAGE.	☐
Further	Bowlby, J. (1971). <i>Attachment and loss</i> . Harmondsworth: Penguin	☐
Further	Boyd, D. R., Bee, H. L. (2019). <i>Lifespan Development (8th edition)</i> . Harlow: Pearson.	☐
Further	Miller, P. H. (2010). <i>Theories of developmental psychology (5th ed.)</i> . N.Y.: W.H. Worth.	☐
Further	<i>British Journal of Developmental Psychology</i>	☒
Further	<i>British Journal of Educational Psychology</i>	☒
Further	<i>British Journal of Psychology</i>	☒
Further	<i>British Journal of Social Psychology</i>	☒
Further	<i>Child Development</i>	☒
Further	<i>Child Development Perspectives</i>	☒

Recorded Information and On-campus sessions

Recorded information will introduce some of the fundamental topics of interest to developmental psychologists, and will include key theories, concepts and empirical studies within this field. The on-campus interactive sessions will focus on developing the module topics.

Prior to each on-campus session, it is essential that you:

- **View the appropriate video/s and take notes prior to each related on-campus session.**
- **Undertake any required preparation, including compulsory readings.**

During our weekly three-hour on-campus sessions, we will engage in discussions and make use of small group work to consolidate your understanding of key concepts. You will have the opportunity to discuss any questions/ issues raised in the readings and the recorded sessions. If you do not understand something, ASK your module leader/lecturer, as this will enable you to make the most of the module.

The following pages set out the teaching and reading structure for the 'Developmental and Social Psychology' module.

Readings

Initial recorded 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 lecture 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 recorded 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. Importantly, engaging in wider reading in Year One will get you used to the extent of wider reading of both primary and secondary sources expected in Years Two and Three.

Essential Reading

Hogg, M. A., & Vaughan, G. M. (2014). *Social Psychology (7th ed.)*. Harlow: Pearson.

Santrock, J. W. (2014). *A topical approach to Lifespan Development (7th ed.)*. London: McGraw-Hill.

Useful Additional Reading includes:

Baron, R. A., & Branscombe, N. R. (2014). *Social psychology (13th ed.)*. London: Pearson Education.

Berger, K. S. (2020). *The Developing person through the Lifespan (11th edition)*. New York: Worth Publishers.

Module Assessment

The Developmental & Social Psychology module is assessed during the module through a 2,000 word written coursework assignment (essay) and a 1,500 word content analysis of a short video. The essay will assess students' ability to develop a deeper, empirically-supported discussion around a specified topic. Details of the assignments can be found on Moodle under 'Assessment Information' for this module.

Assessment criteria at level four.

The following generic guidelines can help in your preparation for both assessments in this module:

At **Level 4** it is expected that students will demonstrate the following qualities:

- Be able to write in well-formed English sentences, paragraphs and essays so as to present arguments in a clear and effective manner.
- Be able to speak in a direct, coherent and effective fashion.
- Be able to find relevant evidence to inform written and oral communication.
- Understand how to gain information through the use of library facilities.
- Be able to work individually.
- Be able to work as an effective member of a group.
- Begin to understand the theoretical concepts behind the forms of knowledge encountered in the course of their study.
- Begin to understand and apply the investigative methods associated with the forms of knowledge in their study.
- Understand the difference between, and relationship between, primary and secondary data.
- Be able to acquire computer and other IT skills.

Lecture One: Introduction to Developmental Psychology and Early Attachment

This lecture will provide an overview of the module. We will introduce key concepts and milestones in developmental psychology, and examine how key theories have developed and evolved. We will then identify the processes involved in forming early social attachments with caregivers, focusing upon the psychosocial implications of poor attachment during childhood.

Main Themes:

- Early developmental theories
- Early attachment theories
- Ethological theory, Cupboard love theory
- Bowlby's maternal deprivation hypothesis, Ainsworth's 'Strange Situation'

Essential Readings

Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth. Chapter 1 (pp 3 – 32), Chapter 2 (pp 33 – 60) Chapter 7 (pp 179 – 203).

Or Santrock, J. W. (2009). *Life-span development* (International Edition). London. McGraw-Hill. Chapter 1 (pp 4 – 42), Chapter 6 (pp 179-198).

Additional Readings

Miller, P. H. (2008). *Theories of developmental psychology*. NY: W.H. Freeman & Co. Introduction (pp 1 – 23).

Gross, R. (2010). *Psychology: the science of mind and behaviour* (6th ed). London: Hodder Education. Chapter 32 (pp 493 – 513).

Lecture Two: Moral Development

In this lecture we will explore the concept of moral understanding. We will examine different theoretical explanations for the development of moral reasoning, focusing on key theories, along with the strengths and weaknesses of each theory. Further perspectives are represented by Freud's theory of moral development, Bandura's Social Learning theory and proposed biological bases for moral reasoning. The historical and sociocultural context of the theories will be acknowledged.

Main Themes

- Moral reasoning, moral understanding, and moral behaviour
- Piaget, Kohlberg, Gilligan
- Sociocultural contributions
- Bandura's social learning theory
- Biological mechanisms in moral development

Essential Readings

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

Gross, R. (2010). *Psychology: the science of mind and behaviour* (6th ed). London: Hodder Education. Chapter 35 (pp 546 - 561).

Keenan, T. & Evans, S. (2009). *An introduction to child development*. London: SAGE. Chapter 12 (pp 297 - 318).

Thornton, S. (2008). *Understanding human development. Biological, social and psychological processes from conception to adult life*. London: Palgrave Macmillan. Chapter 12 (pp 506 – 562).

Additional Readings

Blum, L. A. (1988). Gilligan and Kohlberg: Implications for Moral Theory. *Ethics*, 98(3), 472-491

Lecture Three: Cognitive Development

In this lecture we will focus on Piaget's theory of cognitive development in childhood. We will examine the four key stages identified by Piaget and explore the research evidence upon which this theory is based. We will focus on examining some of the classic and contemporary research studies carried out in order to test Piaget's theory. Limitations of Piaget's theory will be discussed and alternative theoretical explanations considered, focusing primarily on Vygotsky's theory of cognitive development.

Main Themes:

- Stage models of cognitive development
- Piaget's theory: the child as a scientist
- Key Piagetian concepts:
 - Assimilation, accommodation, equilibration
 - Object permanence, centration, egocentrism
- Research evidence & limitations of Piaget's theory
- Vygotsky's theory of cognitive development

Essential Readings

Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth. Chapters 6 (pp 155 - 178), Chapter 9 (pp 231 - 254), Chapter 12 (307 - 332), Chapter 15 (pp 391 - 407).

Additional Readings

Keenan, T. & Evans, S. (2009). *An introduction to child development*. London: SAGE. Chapter 7 (pp 156 - 188).

Gross, R. (2010). *Psychology: the science of mind and behaviour* (6th ed). London: Hodder Education. Chapter 34 (pp 581 – 600).

Miller, P. H. (2008). *Theories of developmental psychology*. NY: W.H. Freeman & Co. Chapter One (pp 25 – 104)

Santrock, J. W. (2009). *Life-span development* (12th ed). London. McGraw-Hill. Chapters Five, Seven, and Nine and Eleven.

Lecture Four: Gender Role Development in Childhood

This lecture will examine key concepts and debates in the area of gender development, exploring the concept of gender and considering the degree to which our gender identity is a biological or socially constructed phenomenon. The related seminar will consider more recent research relating to alternative gender identities.

Main Themes

- Biological sex and gender identity
- Development of gender roles
- Gender stereotypes
- Social learning theory
- Sociobiological theory

Essential Readings

Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth.
Chapter 10 (pp 271 - 278), Chapter 16. (pp 415 – 444)

Or

Santrock, J. W. (2009). *Life-span development* (12th Edition). London. McGraw-Hill. Chapter 11 (pp 351-413).

Additional Readings

Gross, R. (2010). *Psychology: the science of mind and behaviour* (6th ed). London: Hodder Education. Chapter 36 (pp 562 – 576), Chapter 37.

Lecture Five: Language Development

This lecture will introduce you to the field of language development. We will begin by focusing on what 'language' is, then progress to consider a number of theories that offer explanations of how humans develop the capacity of language.

Main Themes

- Concepts of language
- Nativist perspective
- Cognitive perspective
- Interactionist perspective

Essential Readings

Berk, L. E. (2018). Development through the Lifespan (7th edition). Boston: Pearson.
Chapter 9

Gross, R. (2010). Psychology: The science of mind and behaviour (6th ed). London:
Hodder Education. Chapter 41

Lecture Six: Social Cognition and Causal Attribution

The first part of this lecture will consider the scope of social psychological topics relating to Social Psychology. We will also consider some of the concepts relevant to social cognition; how we think about the social world. The second half of the lecture will explore explanations of how we make sense of our world by considering theories of attributions regarding the causes of behaviour.

Main Themes:

- What social psychology is
- Dealing with social information
- Theories and models of causal attribution

Essential Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Social psychology: A European Perspective (Chapter 3)

Additional Readings

Most social psychology textbooks will provide additional coverage of the topics discussed in this lecture – there are many useful textbooks in the library. We particularly recommend the following as an additional text for supplementing your reading of these issues if you are struggling to understand some of the basic concepts discussed in this lecture.

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 1)

Lecture Seven: Aggression

During this lecture, you will be introduced to different psychological explanations for aggression. We will consider the differences in these explanations and relate these to the different approaches we have discussed in previous weeks. This will be the topic for the coursework assessment component.

Main Themes:

- Ethological approach
- Psychoanalytic approach
- Frustration-Aggression Hypothesis
- Aggressive Cue Theory
- Social Learning approach
- General Aggression Model
- Media Violence

Essential Reading:

Gross, R. D. (2010). *Psychology: The science of mind and behaviour*. (6th ed.). London: Hodder Education. (E-book also available) Chapter 29

Lecture Eight: Attitudes and Behaviour Change

In this lecture we will recognise that we are not neutral observers of world. We will discuss what attitudes are, where they come from, what their functions are and how they might be changed. We will consider how attitudes are linked to other topics with social psychology and how they can be measured.

Main Themes

- The antecedents, structure and function of attitudes
- How attitudes change
- How attitudes are measured

Essential Readings

Gross, R. (2010). *Psychology: the science of mind and behaviour* (6th ed). London: Hodder Education. Chapter 24.

Hewstone, M., Stroebe, W. and Jonas, K. (2008). *Introduction to Social psychology: A European Perspective* (Chapter 6)

Additional Readings

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 5)

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 6)

Lecture Nine: Social Influence

This lecture will take a social psychological view of the ways in which other people may influence our behaviours and also our thoughts. You will consider why people may behave in ways they would have previously thought not possible.

Main Themes

- Theories of social influence, including
 - Social facilitation
 - Types of social influence
 - Social norms
 - Conformity, Compliance, Obedience

Essential Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Social psychology: A European Perspective (Chapter 8)

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 7)

Additional Readings

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 7)

Gross, R. (2010). *Psychology: The science of mind and behaviour* (6th ed). London: Hodder Education. (Chapters 26 and 27).

Lecture Ten: Relationships

In this lecture we will consider different types of relationships, along with theories that offer explanations for relationship choices and behaviours. We will also discuss specific factors that have been found to influence relationship formation and maintenance.

Main Themes:

- Friendship formation, maintenance and dissolution
- Attraction
- Interdependence theory
- Reinforcement theory
- Social Exchange theory

Essential Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Social psychology: A European Perspective (Chapter 11)

Additional Readings

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 13)

Gross, R. (2010). *Psychology: The science of mind and behaviour* (6th ed). London: Hodder Education. (Chapter 28).

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 9)