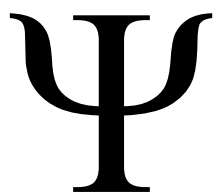




Academic Discipline: Psychology



BSc (Hons) Psychology

BA (Hons) Counselling Studies and Psychology

BA (Hons) Education Studies and Psychology

Module M4X00910 Developmental Psychology and Individual Differences

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2018-2019

Module M5X00910
Developmental Psychology and Individual Differences

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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.

Judith Marshall

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MODULE CODE: M5X00910
TITLE: Developmental Psychology and Individual Differences
DATED: 02/04/2014

LEVEL: 5
CREDITS: 20
JACS CODE: C820/C870

AIM(S)

The aim of this module is to:

- provide in-depth knowledge of the key stages of social and cognitive development across the lifespan;
- develop a strong understanding of individual differences in human behavior; and
- further students' understanding of the historical and cultural context of specific developmental theories.

LEARNING OUTCOMES

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

1. evaluate psychological theories and concepts that determine physiological and psychological development of an individual across the lifespan;
2. critically discuss the role of individual differences in explaining human behaviour and development;
3. recognise the historical and cultural context of specific developmental theories; and
4. the ability to present work suitable for an academic audience through appropriate media.

INDICATIVE CONTENT

The module content will include key theories and research evidence relating to psychological development throughout the lifespan. Initially, the key areas of study in the field of child development will be considered. This will be followed by discussions of developmental transitions. Specific content coverage mapping onto BPS Core Curriculum for Developmental Psychology will include:

- Cognitive development
- Moral development
- Gender, culture and ethnicity
- Social and emotional development
- Adolescence and the transition to early adulthood
- Demands of middle adulthood
- Challenges of late adulthood

The existence of individual differences in human development will be considered throughout the module. However, students will address specific issues and topics directly related to the field of individual differences. This will allow students to critique classic and contemporary theories and also consider the methods, ethical issues and the potential and real impact of individual differences research. Specific content coverage mapping onto BPS Core Curriculum for Individual Differences will include:

- Personality
- Intelligence
- Gender and Ethnicity

Throughout the module, students will engage with a range of temporal, social and cultural influences within both developmental psychology and individual differences through critical consideration of classic and contemporary theory and related research methodology, and how these have changed over time.

LEARNING AND TEACHING STRATEGY

Teaching will be by weekly lectures supported by regular student seminars. Seminars will be structured around directed reading, small group discussion of set papers and class exercises to develop Level Five critical evaluation skills.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning • Lectures = 20 hours • Seminars = 20 hours	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Learning Outcomes	PLO	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Evaluate psychological theories and concepts that determine physiological and psychological development of an individual across the lifespan	5.1 5.5	Evaluate the strengths and weaknesses of psychological theories of lifespan development
2. Critically discuss the role of individual differences in explaining human behaviour and development	5.6	Critically discuss using empirical evidence the role of individual differences in explaining human behaviour
3. Recognise the historical and cultural context of specific developmental theories	5.5	Identify and discuss key historical and cultural influences on specific developmental theories
4. The ability to present work suitable for an academic audience through appropriate media	5.13	Present work to required conventions using appropriate media

Assessment Component 1 – 50%

2,000 word assignment: This written essay will explore a specific aspect of developmental psychology through critical evaluation of classic and contemporary theory and research.

Exemplar Assignment Question: Critically evaluate psychological explanations for the development of gender. Draw upon appropriate theory and empirical evidence to support your answer.

Assessment Component 2 – 50%

A two hour seen exam (long answer) will assess knowledge and ability to critically evaluate a range of empirical evidence and explanations relating to Individual Differences in behaviour and development.

Assessment Summary

Activity type	Percentage
Written Exam	50%
Coursework	50%
Practical	
TOTAL	100%

For bonded modules

Learning Outcome	The learning outcome is assessed by the following assessment component(s)
1, 3 & 4	2,000 word assignment
2	Two-hour Seen Examination

READING LIST (EXEMPLI GRATIA)**Essential Reading**

Maltby, J., Day, L., & Macaskill, A. (2013). *Personality, Individual Differences and Intelligence* (3rd ed.). London: Pearson/Prentice Hall. (2009 2nd ed. E-book also available.)

Santrock J. W. (2013). *A topical approach to lifespan development* (7th ed.). London: McGraw-Hill.

Background Reading

Chamorro-Premuzic, T. (2011). *Personality and Individual Differences* (2nd ed.). Chichester: BPS Blackwell.

Gibbs J.C. (2009). *Moral Development & Reality: Beyond the Theories of Kohlberg and Hoffman*. Boston, Mass.: Allyn and Bacon.

Golombok, S., & Fivush, R. (1994). *Gender Development*. Cambridge: Cambridge University Press.

- Hamilton-Stuart, I. (2011). *An Introduction to Gerontology*. Cambridge: Cambridge University Press.
- Hamilton-Stuart, I. (2012). *The Psychology of Ageing: An Introduction*. London: Jessica Kingsley Publishers.
- Haslam, N. (2007). *Introduction to Personality and Intelligence*. London: Sage.
- Keenan, T., & Evans, S. (2009). *An introduction to child development*. London: SAGE.
- Langford, P. (1995). *Approaches to the development of moral reasoning*. Hove: Erlbaum.
- Lerner, R. M., & Steinberg, L. (Eds.) (2009). *Handbook of adolescent psychology* (3rd ed.). New Jersey: Wiley. (2004 2nd edition E-book also available.)
- Mahoney, N. (2011). *Personality and Individual Differences*. Exeter: Sage/Learning Matters.
- Miller, P. H. (2010). *Theories of developmental psychology* (5th ed.) N.Y.: W.H. Worth.
- Santrock, J. W. (2009). *Life-span development* (International Edition). London. McGraw-Hill
- Thornton, S. (2008). *Understanding human development*. Basingstoke: Palgrave Macmillan.

Example Relevant Journals

Developmental Psychology

Health Psychology

Journal of Gerontopsychology and Geriatric Psychiatry

Journal of Education Psychology

Psychology and Aging

Lectures and Seminars

Lectures will cover some of the key theories of cognitive, social and emotional development. Important concepts and themes which underpin many areas of developmental psychology will be considered throughout; for example, consideration of how culture affects our development, and the complex interaction between nature and environmental influences. Whilst these do not have specific lectures, they are themes which will underlie many of the lectures.

Seminars will focus upon specific areas of the sub-topics covered in lectures. In this way you can start to develop a critical understanding of some of the key theories and milestones in developmental psychology.

Please note: Lectures will start promptly at 9.05am. There will be no admittance to the lecture theatre after this time, as reports from staff and students alike suggest that this is highly disruptive to lectures. We *may* take a five minute break for questions at approximately 9.30, and so entry will be allowed at this time. This applies to the Developmental Psychology module and is not necessarily the case across all modules.

Readings

Lectures and seminars can only provide you with a scaffold 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 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.

In addition, where indicated, you have been set readings for the seminars which will allow us to explore the topics in more depth. All seminar readings are classed as 'essential' readings in addition to the lecture readings. As your seminars will take place fortnightly, the time available in your non-seminar week is allocated as seminar preparation. Therefore, non-preparation for seminars is considered unacceptable under any circumstances.

Module Core Text

A good core textbook which covers the Developmental Psychology topics within this module is either:

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

Both of these texts are very similar and provide a good overview of the area of lifespan development. This module will not be taught 'to the book'; therefore, the use of alternative textbooks covering a similar depth and breadth to these core texts will not be detrimental to your ability to engage with the module.

Individual Differences topics are covered by:

Maltby, J., Day, L. and Macaskill, A. (2013). *Personality, Individual Differences and Intelligence* (2nd edition). London: Pearson/Prentice Hall. (ebook also available)

For the topic of Creativity: a useful text is:

Chamorro-Premuzic, T., (2011). *Personality and Individual Differences* (2nd edition.) Chichester : BPS Blackwell

At level 5 is expected that students will engage in wider reading and you are encouraged to go beyond the core text and to read more specific books in relation to particular topics covered. Wider reading is encouraged to gain a more in-depth understanding of the topic; the core text will cover the essentials but will not necessarily provide the information required to obtain high marks in assessment

Details of additional reading is provided at the end of each lecture outlines for this module, but some extremely useful books which would be well worth purchasing/reading in detail are as follows:

Recommended Additional Reading

Keenan, T. & Evans, S. (2009). *An introduction to child development*. London: SAGE.

Miller, P. H. (2008). *Theories of developmental psychology*. NY: W.H. Freeman & Co.

Santrock J W (2012). *A topical approach to lifespan development*. 6th edition. London. McGraw-Hill.

Thornton, S. (2008). *Understanding human development*. London: Palgrave Macmillan.

Example Relevant Journals (available through SMU electronic databases)

Developmental Psychology

Health Psychology

Journal of Gerontopsychology and Geriatric Psychiatry

Journal of Education Psychology

Journal of Individual Differences

Personality and Individual Differences

Psychology and Aging

Module Assessment

The Developmental Psychology and Individual Differences module is assessed through both written coursework (essay) and a written seen exam. The essay title will be made available at the beginning of the module. A seen exam means that the exam paper will be made available three weeks prior to the exam in order for you to research for and prepare your answer. Accordingly, you are expected to engage in extensive reading of primary sources (journal articles) in preparing for this exam. The following guidelines can help you prepare for your exam:

- As this is a Level 5 module, it is expected that any theories discussed will be evaluated with extensive use of empirical evidence. Furthermore, you should be looking to evaluate the strengths and weaknesses of the evidence and the theories, by using contrasting evidence and arguments, and through your own critical evaluation of the work.
 - For almost every theory, there is an alternative theory or argument; at Level 5 it is expected that you will have the ability to seek out these alternatives and be able to utilise them in your arguments.
- Whilst some use of secondary sources are permissible, it is expected that primary sources will feature in your reading to give depth to the empirical coverage.
- Writing style, citing, reference list, and overall presentation are expected to be consistently good at Level 5. Deficiencies in these areas will result in a reduction of marks. APA format should be used consistently.

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 (Year 2). The points which are most important for this exam assessment are highlighted:

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

1. **More highly developed ability to complete a variety of written tasks effectively, including discursive essay, reports, and case study presentations.**
2. Be able to participate orally in a variety of different groups and settings in a confident and articulate fashion.

- 3. Be able to use language with increasing complexity and sophistication.**
4. Be practised in hypothesis formation and knowledgeable about the means for testing hypotheses.
5. Have the capacity to develop a major research interest evolving from the course and to prepare for an involvement with it.
- 6. Be able to apply a range of theoretical models.**
- 7. Be able to synthesise theories, concepts and information in relatively novel ways.**
- 8. To have become more practised in critically appraising the competing claims of alternative primary and secondary sources.**
9. 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 and reading structure for the Developmental Psychology and Individual Differences module. This module which will cover a number of issues, including:

- Early cognitive development – typical and atypical
- Psychosocial development across the lifespan, including challenges within social development
- Ageing and cognitive decline
- Creativity

Seminar readings and group schedules are set out at the end of the module handbook. There will be five discussion seminars attached to this module (one every fortnight up to the Christmas vacation), with an additional exam skills seminar taking place after the Christmas holidays.

Readings for each of these seminars can be found through the University library system. Where a reading is not widely available (e.g., a book chapter) it will be made available on the module's Moodle site. However, journal articles freely available through the University system will not be made available on Moodle – you will have to find them yourself!

Each student is assigned to a group for seminars (see the notice board in the Psychology & Counselling building for your assigned group). A schedule will be arranged for each of these groups and given to you at the start of Semester One. We have arranged this in order to ensure that we can work more closely with individual

students in a small group environment. Therefore, it is imperative that students only attend their assigned group seminar; there will be no allowance for students to switch groups or attend another group seminar.

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:

- Individual differences in human development
- Socio-cultural factors in human development
- Early developmental theories
- Early attachment theories
- Ethological theory, Cupboard love theory
- Bowlby's maternal deprivation hypothesis, Deprivation / Privation, Ainsworth's 'Strange Situation' study

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: 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 Three: 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's theory
- Kohlberg's theory
- Gilligan's theory
- Sociocultural contributions
- Freud's psychoanalytic theory of moral development
- 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 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. We will then examine the psychosocial challenges faced in adolescence, focusing upon the quest for an identity. 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.

Main Themes

- Biological sex and gender identity
- Development of gender roles
- Gender stereotypes
- Alternative gender identities
- Theories of gender development
- Social learning theory
- Sociobiological theory
- Identity formation
- Erikson's role identity V role confusion
- The psychological moratorium

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: Individual Differences in Cognitive Development

In this lecture we will discuss atypical cognitive development during childhood. We will discuss genetic and chromosomal disorders and pervasive developmental disorders, with an emphasis upon autistic spectrum disorders.

Main Themes

To include:

- Down Syndrome, Fragile X syndrome, Williams syndrome, Prader-Willi syndrome
- Autism
- Asperger's syndrome

Essential Reading

Berger, K.S. (2007). *The Developing Person through the Lifespan*. New York: Worth. Chapter 11.

Lecture Six: Individual Differences in Social Development

This lecture will focus on theoretical explanations of the challenges of social development. There will be focus on atypical development, specifically, attention deficit disorders and shyness and social withdrawal.

Main Themes

- Attention deficit disorders
- Shyness and Embarrassment
- Social withdrawal

Essential Reading

Maltby, J., Day, L. and Macaskill, A. (2013). *Personality, Individual Differences and Intelligence* (2nd edition). London: Pearson/Prentice Hall. (ebook also available) (Chapter 20)

Lecture Seven: Adolescence and Emerging Adulthood

This lecture will examine the psychosocial challenges faced in adolescence, focusing upon the quest for an identity. 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 also consider the challenges of emerging adulthood

Main Themes

- Identity formation
- Erikson's role identity v role confusion
- The psychological moratorium
- The 'quarter life crisis'
- Arnett's theory of emerging adulthood.

Essential Readings

Berger, K.S. (2007). The developing person through the lifespan. New York: Worth.
 Chapter 16. (pp 415 – 444)
 Chapter 17, 18 and 19

Additional Readings

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

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

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

Lecture Eight: Psychosocial Development in Adulthood and Challenges of Later Life: Older Age

This lecture 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 identify the key challenges faced by individuals entering old age and consider whether it is inevitably a time of decline and decay.

Main Themes

- Erikson's psychosocial stages of development: Intimacy V Isolation; Generativity V Despair
- Levinson's seasons of a man's life
- Psychosocial challenges in old age
- Decrement Versus Personal Growth Models
- Erikson's theory: Ego integrity versus Despair; a ninth stage of psychosocial development

Essential Readings

Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth.
Chapter 19 (pp 499 - 524), Chapter 22 (pp 577 - 610), Chapter 23 to 25.

Or

Santrock, J. W. (2009). *Life-span development* (12th Edition). London. McGraw-Hill. Chapters 14 to 20.

Additional Readings

Gross, R. (2010). *Psychology: the science of mind and behaviour* (6th ed). London: Hodder Education. Chapter 38 (pp 591 – 608), Chapter 39 (pp 609 - 623).

Lecture Nine: Individual Differences in Cognition in Older Age

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.

Main Themes

Processing speed

Attention

Memory

Intelligence

Expertise, creativity and wisdom

Coping with cognitive limitations

Essential Reading

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

Lecture Ten: Creativity and Individual Differences

This lecture will explore creativity across different paradigms. We will discuss different approaches to explaining and studying creativity, and will consider how creativity is associated with other psychological aspects.

Main Themes

- Conceptualizations of creativity
- Paradigms: behavioural, biological, clinical, developmental and educational
- Creativity: intelligence and personality

Essential Reading

Chamorro-Premuzic, T., (2011). Personality and Individual Differences (2nd edition.)
Chichester : BPS Blackwell (Chapter 10).

Seminars and Readings

Seminars will take place weekly for each group. It is expected that you will prepare for your next seminar by carrying out the reading and making notes which will aid you in discussion of the relevant topic. Whilst the seminars will be led by the tutor, it is expected that the students will contribute the majority of work to these seminars through their understanding and discussion of the readings.

1	No Seminar week 1	
2	Early Attachment	<u>Preparation:</u> Students to locate and bring ONE journal article relating to early attachment. This may be related to attachment types (classic or more recently identified) or outcomes of early attachment on later life.
3	Piaget's theory of Cognitive Development	<u>Compulsory Reading:</u> Lourenco, O., Machado, A. (1996). <i>In Defense of Piaget's theory: A reply to 10 common criticisms</i> . Psychological Review, 103, 143-164. *Available via library or Google Scholar when on campus. Paste the title in the search box and then access the full article 'via SMU'.
4	Individual Differences in Cognitive Development	<u>Preparation:</u> Students to identify and bring one journal article on individual differences in cognitive development. Useful emphasis: Autistic Spectrum Disorder
5	Gender and Adolescence	<u>Compulsory Reading</u> Crouter, A. C., Whiteman, S. D., McHlae, S. M. and Osgood, D. W. (2007). Development of Gender Attitude Traditionality across middle childhood and adolescence. Child Development, 78: 911-926.
5	Moral Development	<u>Compulsory Reading:</u> Bergman, R. (2002). <i>Why be moral? A conceptual model from Developmental Psychology</i> . Human Development, 45: 104-124.
7	Shyness and Social Withdrawal	<u>Compulsory Reading</u> Crozier, W. R., Hostettler, K. (2003). The influence of shyness on children's test performance. <i>British Journal of Educational Psychology</i> , 73, 317-328.

8	Adolescence and Emerging Adulthood	<u>Preparation:</u> read and take notes around the topic of Arnett's theory of emerging adulthood <u>Discussion:</u> How does Arnett's theory of emerging adulthood explain relationships? Friendships, family relationships, romantic relationships.
9	Adulthood and Ageing	<u>Preparation:</u> Read and take notes on the topic of successful and unsuccessful ageing, with a focus on psychosocial models <u>Discussion:</u> challenges of ageing and coping in later life
10	Revision seminar	This seminar will focus on the topics that have been covered in this module and will consider the type of answer required in the examination • Please bring your lecture notes to this seminar. You will be required to use your notes to contribute to this session. • The topics will not be 're-taught'; we will be reviewing important aspects of each lecture and it is expected that students will be able to identify these. • Please make every effort to attend, as this lecture and seminar will be extremely useful for your own independent preparation for the exam.

Developmental psychology Seminar Group Timetable

You will receive notification of the exact dates and times of each of your seminar groups at the start of Semester One.