

**Module specification**

***IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM***

*1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.*

*2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.*

*3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.*

*4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.*

*5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at* [*http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf*](http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf) *and the QAA website* [*http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx*](http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx) *.*

*6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.*

| **1. 1. Factual information** | | | |
| --- | --- | --- | --- |
| **Module title** | Psychology 120 - Developmental Psychology I | | |
| **Module tutor** | Dr. Kristi Poppi | **Level** | 4 |
| **Module type** | Taught: Lecture/guided discussion | **Credit value** | 15 |
| **Mode of delivery** | 100% face-to-face | |  |
| **Notional learning hours** | 150 | |  |

| **2. Rationale for the module and its links with other modules** |
| --- |
| The study of human development is the study of progression and change. This required module is designed to introduce students to the study of developmental psychology and provide an overview of the major theories and topics in developmental psychology. The emphasis is on the prenatal period, early childhood, and school age children. However, later periods of development will be addressed in Developmental Psychology II. |

| **3. Aims of the module** |
| --- |
| This module will develop the students’ understanding and knowledge of human development across the lifespan with the focus on the period of prenatal period, early childhood, and school age children. The goal for the students is to understand and explain major human developmental theories, to explore the continuity and change in a person’s life, to appreciate the biopsychosocial approach in human development, and become developmentally sensitive in their professional practice. |

| **4. Pre-requisite modules or specified entry requirements** |
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| Psychology 101: Intro to psychology |

| **5. Is the module compensatable?** |
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| N/A |

| **6. Are there any PSRB requirements regarding the module?** |
| --- |
| N/A |

| **7. Intended learning outcomes** | |  |
| --- | --- | --- |
| **A. Knowledge and understanding** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| *At the end of the module, learners will be expected to:*  **A1**: learn various ways of thinking about development, and how these different ways of thinking can both compliment and contradict one another.  **A2**: identify change across specific areas of development. Its objective is to enable students to outline prenatal development along with preparation for parenthood and to describe changes infants and children typically progress through in specific areas of child development.  **A3:** understand the emotional, social, physical and cognitive development from infancy till early childhood | A1, A2, A4, A5  A3  A3 | * Lectures, guided reading and group discussions aided by audiovisual material. * Weekly readings will be linked to the core text and this reading will be supplemented by further key readings when necessary * Review sessions will take place while a test and a writing assignment will give the students a chance to explore various topics on development |

| **B. Cognitive skills** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| --- | --- | --- |
| *At the end of the module learners will be expected to:*  **B1**: understand how developmental psychologists have interpreted change. The objective is to facilitate their understanding of different theoretical perspectives and models developmental psychologists use to understand change.  **B2**: conceptualize topics in developmental psychology and interpret key issues in this area of research | B1, B2  B4 | * Student-generated exam questions can be discussed in class in order to assess student learning as well as their expectations for an upcoming exam * Active learning techniques will get the students engaged in the learning process * Critical analysis of papers, oral presentations and exam |

| **C. Practical and professional skills** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| --- | --- | --- |
| *At the end of the module, learners will be expected to:*  **C1**: to recognize typical development in order to be able to identify signs of atypical development  **C2:** strengthen their observation skills which are required for a mental health professional  **C3:** learn to integrate child development and various developmental theories with their observations of infants/children and child mother/carer interactions | C1  C3, C4  C1, C2, C3 | * Class activities that will help the students differentiate between typical and atypical development * Students can record different ways to apply the new information to a real-world situation. * Reflection on observations (through videos or live) of children |

| **D Key transferable skills** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| --- | --- | --- |
| *At the end of the module, learners will be expected to:*  **D1**: have a deeper understanding of practical tasks related to infant/child development and of infant/child - mother/carer dynamics  **D2:** demonstrate capacity for effectively communicating their ideas and work results  **D3:** draw associations between different theories and their own or others’ development as children | D1  D2  D3 | * Class discussions, test, essay   Brainstorming activities that involve both writing and speaking and can be seen as non-threatening in an oral presentation sense   * Class discussions, class presentations and reflection exercises |

| **8. Indicative content** |
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| During this course development in the physical, cognitive, emotional, and social domains during the early years will be analyzed through the biopsychosocial framework that emphasizes that development cannot be understood by examining the biological, psychological and social forces in isolation since all forces are mutually interactive.  **Major areas to be explored:** Prenatal development (infancy and early childhood), Typical and Atypical development, and School-Age Children. Note: later periods of development will be addressed in PSY 121: Developmental Psychology II. |

| **9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes** | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Strategy:**  **Individual Class presentation-**the students will choose a relevant topic to explore and present. Power point slides will be collected for second marking and external examining purposes. Further instructions will be given in class.  **Essay:** Infant/preschool/School-age child observation essay-Collection of data, recording and reporting children’s development (1,200 words). Further instructions will be given in class.  **Exam-**a combination of multiple choice questions/identification exercises and short-essay questions | | | | | | | | | | | | | | | | | |
| **Assessment Task** | | | | | | | | **Weighting** | | | | | **Week submitted** | | | **Grading (Pass / Fail / %)** | **Module Learning Outcome(s) the assessment task maps to** |
| Individual Class presentation  Essay  Final Exam | | | | | | | | 25%  35%  40% | | | | | Week 6  Week 8  Week of finals | | | %  %  % | Please see the table below |
|  | **Assessment tasks** |
|  | **A1** | **A2** | **A3** | **B1** | **B2** | **C1** | | **C2** | **C3** | **D1** | **D2** | | **D3** |
|  | Essay | X | X | X | X | X | X | | X | X | X | X | | X |
|  | Final examination | X | X | X | X |  | X | |  |  | X |  | |  |
|  | Class presentation | X | X | X | X | X |  | | X | X | X | X | | X |

| 10. Teaching staff associated with the module |
| --- |
| Name and contact details |
| Dr. Kristi Poppi, [**kpoppi@act.edu**](mailto:stefanid@act.edu), office hours: **Tuesday 10.00-13.00**/open door policy or under appointment |
|  |

| 11. **Key Textbook (e-book)** | | | | |
| --- | --- | --- | --- | --- |
| Author | Year | Title | Publisher | Location |
| Kail, R. V. & Cavanaugh, J. C. | 2018 | Human Development: a Lifespan View (8th ed.) | Cengage | USA |
|  |  |  |  |  |
|  |  |  |  |  |

| 12. Other indicative text (e.g. websites) |
| --- |
| Further material to be uploaded on MOODLE |

| 13. List of amendments since last (re)validation | | |
| --- | --- | --- |
| Area amended | Details | Date Central Quality informed |
|  |  |  |

**GRADING & ACADEMIC POLICIES**

**ASSESSMENT DEADLINES**

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

**Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)**

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

**ABSENCE POLICY**

Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. **This may affect the students’ scholarship and financial aid eligibility.**

A student is considered to have successfully attended a course if he/she has attended **75% of the course lectures**. Thus, for a typical ACT course with 42 hours of contact time, the maximum number of absences stands at **10 hours per course. This corresponds to 8 sessions for courses taught on MWF and 5 sessions for those taught on TT.**

This policy applies to all ACT students, degree-seeking and Study Abroad. **Please note that absences are counted on an hourly basis.** Absences due to illness (including COVID quarantine) and/or participation in school-related trips and activities may also count towards this limit.

**ACADEMIC INTEGRITY**

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.

🡺The Academic Integrity Policy prohibits cheating, plagiarism, collusion, and other forms of academic misconduct.

Policy on the Use of Artificial Intelligence

In this course, the use of generative AI tools such as ChatGPT is not permitted to support the completion of any assigned work. This includes, but is not limited to, using generative AI tools to ideate, pre-plan, edit, translate, or otherwise create original material you claim to be solely your creation. AI-generated submissions will be considered as plagiarism.

Additional policies

Policy on the use of technology in class

-Cell phones: Cell phones must be turned off and put away during all classes.

-The use of laptops/tablets is not generally recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. If misuse of laptops/tablets occurs during class time, laptops/tablets may be banned for the remainder of the class for ALL students.

Policy on Class recordings

Students are not allowed to record class sessions.

Statement on Equity, Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My objective is to present materials and activities that are respectful of diversity in ability, age, culture, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. In this course, we welcome diverse perspectives, backgrounds, and experiences. We engage each other with respect, honesty, and open-mindedness.

Disclaimer: The professor reserves the right to make changes to the syllabus as deemed necessary. However, these changes are often made in my effort to accommodate the class needs. Students will be notified in a timely manner of any changes via email, or moodle/ACTivity.

**Special Accommodations**

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean’s office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

**GRADING SCALE**

| Grade Description | UK points | US Letter Grade | US point grade |
| --- | --- | --- | --- |
| Excellent | 70+ | A | 4.0 |
| Very Good (high) | 65-69 | A- | 3.67 |
| Very Good (low) | 60-64 | B+ | 3.33 |
| Good (high) | 55-59 | B | 3.0 |
| Good (low) | 50-54 | B- | 2.67 |
| Satisfactory (high) | 45-49 | C+ | 2.33 |
| Satisfactory (low) | 40-44 | C | 2.0 |
| Fail | 0-39 | F | 0 |