ENTRY REQUIREMENTS
Students must have satisfactorily completed the module The Developing Child: A Psychological Perspective.

AIMS
To explore the potential impact of a range of developmental and psychological disorders and adverse experiences on children’s lives and their education.

OBJECTIVES
- Explore the impact of a range of psychological disorders on children’s lives and their education.
- Explore the impact of a range of adverse experiences on children’s lives and their education.
- Give an overview of the research methods used within this area of psychology, including their relative advantages and disadvantages.
- Highlight the ethical issues involved when conducting research in this area [with particular reference to harm] and the issues that arise when trying to generalise results (for example across cultures).
- Encourage the development of students’ own observational skills.
- Support students to take part in the assessment process.
• Build students’ confidence in presenting their own ideas and in critical thinking.

**LEARNING OUTCOMES**
By the end of the course you will be able to:

• Outline and critically evaluate the key explanations for the causes of a range of psychological conditions.
• Describe and evaluate the potential impact of these conditions on children’s lives and education.
• Outline and critically evaluate the current psychological thinking on the impact of a range of adverse experiences on children’s lives and education.
• Recognise a range of research methods that might be appropriate to the study of this area of psychology (identifying strengths and weaknesses of core methodologies).
• Identify the ethical issues when conducting research in this area (with particular consideration of harm).
• Demonstrate an appropriate awareness of cultural considerations in the evaluation of theory and research.
• Think critically about the subjects covered.
• Present your own ideas about issues addressed on the course.
• Discuss and implement a range of strategies to support your learning.
• Successfully plan and write essays and other assignments which have been set to support your learning on this course.

**CONTENT**

**Introduction**
The course will begin with a brief recap of appropriate concepts and theories in order to contextualise the planned areas of discussion. This part of the course will also consider the ethical and methodological problems of research with children.

**Developmental Disorders**
In this part of the course, we will use our understanding of children’s development to explore the current key explanations and for a range of developmental conditions. Although the interests of students will to some extent inform the exact content of this section of the course, it is anticipated that conditions such as Attachment Disorders, Autistic Spectrum Disorders, Attention Deficit Hyperactivity Disorders, Dyslexia and Dyspraxia will be considered. Strategies for managing and/or treating these conditions will be discussed as appropriate.

**Psychological Disorders**
In this part of the course, we will use our understanding of children’s development to explore the current key explanations and for a range of psychological conditions. Although the interests of students will to some extent inform the exact content of this section of the course, it is anticipated that conditions such as Depression, Anxiety and School Phobia will be considered. Strategies for managing and/or treating these conditions will be discussed as appropriate.

**Adverse Experiences**
In this part of the course we will consider the impact of a number of adverse experiences in children’s lives. Although the specific interests of students will to some extent inform the exact content of this section of the course, it is anticipated that Neglect, Abuse, Bereavement, Bullying and Trauma will be considered. Strategies for supporting and/or treating children with such experiences will be discussed as appropriate.
TEACHING AND LEARNING METHODS
A range of teaching methods may be used e.g. short lectures on the area being studied - students are encouraged to ask questions and discuss points throughout. There will also be small group exercises, sometimes with feedback to the large group to provide an opportunity for clarification of ideas and discussion. Other methods may include: videos, experiments, student presentations, discussion of published articles, etc. Students will be given help with study skills.

Credit points are used to summarise and describe the amount of learning taking place for a given module. For a 15 credit module this equates to 150 hours, most of which is comprised of independent learning. For this module 22 hours would be delivered in the classroom.

Students MUST build on their learning in class by undertaking guided independent study including appropriate reading and research. Further details can be found in the appropriate Course Handbook as detailed below.

METHODS OF ASSESSMENT
The assessment process gives students important opportunities to learn, to check their learning and to discuss their progress with the tutor. Students will be expected to prepare two pieces of coursework for assessment. These may take a variety of forms such as essays, case studies, reports and possibly class presentations. Each of these pieces will be 1,500 words in length (or the equivalent). You are encouraged to discuss with your tutor the particular topics and the type of assignment you would like to focus on in your assessments. It may be possible to accommodate your personal interests within the syllabus.

Each piece of assessment is worth 50% of the total module mark. To pass the module students must achieve a mark of 40% overall.

Regulations regarding assessment are detailed in the appropriate Course Handbook, which will be circulated electronically prior to the course start date. Students are strongly advised to read the Course Handbook prior to commencing their studies.

The course is part of the Certificate of Higher Education in Psychology. If the course is completed successfully, 30 credit points will be awarded, which may be transferred to some degree courses.

Students who complete the core modules on the Certificate of Higher Education in Psychology may be considered for entry onto the second year of Birkbeck’s part-time BSc Psychology programme. For more information see: http://www.bbk.ac.uk/study/2017/certificates/programmes/UEHPSYCH/

READING
This reading list offers a selection of books which are particularly appropriate for this module. It is not expected that students will read them all. Weekly readings will be provided by your course lecturer, who will also recommend other reading during the course.

**Preparatory reading**

If this is the first course you have taken in psychology you will find it useful to read an introductory text that outlines the main schools of thought within psychology and the main approaches to research methods. Particularly useful are:


Please note: Psychology books are frequently revised and updated. Any recent edition would be suitable to use.

**STUDENT SERVICES**

The Student Advice Centre is located on the ground floor of the main Birkbeck building on Malet Street (entry via Torrington Square).

For more information about Birkbeck’s range of student support services visit: [http://www.bbk.ac.uk/student-services/](http://www.bbk.ac.uk/student-services/)

**LIBRARY AND STUDY SKILLS RESOURCES**

Once you have your ID card, you may use the Birkbeck library and associated resources. You may find the following web links helpful:

- For information on how best to access the resources available for psychology students through Birkbeck College Library, students may wish to work through the tutorial available at [http://www.bbk.ac.uk/lib/life/](http://www.bbk.ac.uk/lib/life/)
- For specific guidance for psychologists and psychology students on getting the best out the internet go to: [http://www.vtstutorials.co.uk/](http://www.vtstutorials.co.uk/) - and search for ‘Psychology’

Please refer to the *Course Handbook* for more information.

**COURSE EVALUATION**
During the course students will be asked to complete an evaluation form which gives the opportunity to provide feedback on all aspects of their learning.

WHAT CAN I DO NEXT
It is important you are clear which award the module you are enrolled on counts towards. Our website provides an overview of each Certificate award so you can decide which best suits your needs: http://www.bbk.ac.uk/study/2017/certificates/subject/psychology/

Information is available on core and option modules for each Certificate. Your choice of subsequent modules you take should be informed by this information. Modules can be taken in any order although it is recommended that certain core modules are taken first. Not all core modules have to be taken in the same year.

If you need further advice you can contact the department by telephone on 0207 631 6669 or by e-mail: psychologycert@bbk.ac.uk

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