



# PSY 235

## Developmental Psychology

S2 Day 2014

*Psychology*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9
<u>Changes since First Published</u>	13

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Cathy McMahon

[cathy.mcmahon@mq.edu.au](mailto:cathy.mcmahon@mq.edu.au)

Contact via [cathy.mcmahon@mq.edu.au](mailto:cathy.mcmahon@mq.edu.au)

C3A Room 715

Monday 4-5pm, Thursday 2-4pm

Credit points

3

Prerequisites

[(PSY104(P) and PSY105(P)) and (STAT122(P) or STAT170(P) or STAT171(P) or PSY122(P))] or [admission to GDipPsych] or [(PSY104(P) and PSY122(P)) or PSYC104(P)] and (admission to BA-PsychLLB or GradCertSpComm or GradDipSpComm)] or [(PSYC104(P) and PSYC105(P)) or [PSY104(P) and PSYC105(P) and STAT170(P)] or [PSYC104(P) and PSY105(P) and STAT170(P)]

Corequisites

Co-badged status

Unit description

This unit involves the study of how humans grow and change across the life span from conception until death. The unit consolidates and extends topics introduced in the developmental section of PSYC105. We explore developmental continuities and changes that are normative and common to most people, but also ways in which people differ from one another. In particular we focus on theories that seek to explain development and the extent to which development is influenced by genes, the physical environment, social relationships, and the context in which the individual lives. We survey major theories, research findings, and contemporary issues in physical, cognitive, social-emotional, and personality development across the life span. The tutorial sessions complement the lectures and focus on developmental research methodologies and practical applications of developmental theory.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Knowledge: Recall, recognise and describe key concepts of the major developmental theories. (Lectures, Textbook)

Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood (Lectures, Textbook)

Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)

Critical Analysis: Describe assessment and research methods in developmental psychology and critically discuss the methodological challenges involved in research with infants and children. (Tutorials, Tutorial Reading)

Research Skills: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.

Academic writing: Clearly present a line of argument using a concise and clear academic writing style (APA Publication Manual, journal articles)

## Assessment Tasks

Name	Weighting	Due
<a href="#">Quiz</a>	10%	Week 37 starting 8/9/14
<a href="#">Literature Review</a>	35%	Week 38 18/9/14
<a href="#">Mid-Session Examination</a>	25%	Week 41 9/10/14
<a href="#">Final Examination</a>	30%	Final Examination Period

### Quiz

Due: **Week 37 starting 8/9/14**

Weighting: **10%**

This quiz is "open book" and is a low-risk introductory assessment task to ensure you engage with lecture and tutorial material during the early weeks.

On successful completion you will be able to:

- Knowledge: Recall, recognise and describe key concepts of the major developmental theories. (Lectures, Textbook)

### Literature Review

Due: **Week 38 18/9/14**

Weighting: **35%**

This assessment task assesses **research, integration, critical analysis and academic writing skills**. You will receive a detailed handout regarding this assessment task and guidance in lectures and tutorials about how to approach it.

On successful completion you will be able to:

- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood (Lectures, Textbook)
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)
- Research Skills: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- Academic writing: Clearly present a line of argument using a concise and clear academic writing style (APA Publication Manual, journal articles)

## Mid-Session Examination

Due: **Week 41 9/10/14**

Weighting: **25%**

This short answer examination tests knowledge and understanding of content from modules 1-3 with a particular emphasis on tutorial content.

On successful completion you will be able to:

- Knowledge: Recall, recognise and describe key concepts of the major developmental theories. (Lectures, Textbook)
- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood (Lectures, Textbook)
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)
- Critical Analysis: Describe assessment and research methods in developmental psychology and critically discuss the methodological challenges involved in research with infants and children. (Tutorials, Tutorial Reading)

## Final Examination

Due: **Final Examination Period**

Weighting: **30%**

This test assesses knowledge, understanding and application of unit content.

On successful completion you will be able to:

- Knowledge: Recall, recognise and describe key concepts of the major developmental theories. (Lectures, Textbook)
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)

## Delivery and Resources

The unit is comprised of lectures and tutorials.

Lectures: 1 x 2-hour lecture each week on Thursday 16 -18 (Lotus Theatre).

Tutorials: 1 x 2-hour tutorial each fortnight.

Students enrolled in the iLecture attendance mode can access the ilecture recording of the lecture through iLearn, but must attend the compulsory tutorials once per fortnight. Students are divided into A and B Streams. **The A Stream (enrolled in odd weeks on the timetable) will begin tutorials in the second week of semester (week 33), and the B Stream (enrolled in even weeks on the timetable) will begin in the third week (week 34). There are no tutorials in the first two weeks of October after the break (weeks 41 and 42).**

***The timetable for classes can be found on the University web site at: <http://www.timetable.s.mq.edu.au/>***

Tutorial Attendance: There are no marks allocated for tutorial attendance, but attendance is strongly encouraged as the format is interactive, material covered in class discussions is examinable, and the classes and content are not recorded. At many of the tutorials we will use videotaped stimulus material to discuss theoretical and methodological issues.

Managing Classes: Changes to all units can be done on-line via eStudent. After week 2, no further changes will be entertained unless supporting documentation about the reason for changing is provided and there is space in the tutorial at time you wish to change into. All requests for change after the last day should be directed to the tutors concerned.

**Prescribed text:** The textbook has been custom designed by Associate Professor Catherine McMahon for this course and includes material from two Australian textbooks as well as excerpts from a chapter in a North American textbook. All three source texts are published by Pearson Custom Publishing.

**PSY 235 Developmental Psychology 3rd Edition: A Macquarie Custom Book is available in the bookshop.** See the Unit Schedule for full details of relevant sections.

### Authors of content in the custom book

White, F., Hayes, B., Livesey, D. (2013). Developmental Psychology from Infancy to Adulthood. (3<sup>rd</sup> edition). Sydney: Pearson Australia.

Peterson, C. (2010). Looking Forward through the Lifespan (5th ed.). Sydney: Pearson Australia.

## Unit Schedule

<b>(Note: Page numbers at top of page in text book)</b>	
MODULE 1 INTRODUCTION AND EARLY DEVELOPMENT	
<b>Introduction, Overview of Theory, Approach to writing a literature review: McMahon</b> Introduction to developmental psychology. 1-37.	7/8/14 (32) No Tutorial
<b>Prenatal Development, Genes, Environment: McMahon</b> Foundations of development: Genetics and prenatal development. 37-71.	14/8/14 (33) Tutorial 1A
<b>Physical and Perceptual Development: McMahon</b> Motor development. 74-95. Perceptual development. 100-129.	21/8/14 (34) Tutorial 1B
MODULE 2 COGNITIVE DEVELOPMENT	
<b>Cognitive Development I: McMahon</b> Stages of cognitive development I: Piaget and beyond. 134-170.	28/8/14(35) Tutorial 2A
<b>Cognitive Development II: McMahon</b> Cognitive development II: Information-processing, core-knowledge and sociocultural approaches. 174-209.	4/9/14(36) Tutorial 2B
MODULE 3 GENDER AND MORAL DEVELOPMENT	
<b>Gender Development: Bussey</b> Gender Development. 259-270.	11/9/14(37) Tutorial 3A
<b>Moral Development: Bussey</b> Moral Development. 276-305.	18/9/14 (38) Tutorial 3B
<b>Literature Reviews Due Thursday 18<sup>th</sup> September</b>	

<b>MID-SESSION BREAK</b>	(39,40) 22/9/14 7/10/14
MODULE 4 SOCIAL AND EMOTIONAL DEVELOPMENT IN FAMILY CONTEXT	
<b>MID-SESSION IN CLASS EXAMINATION</b> <b>Note: No tutorials this week.</b>	9/10/14 (41) No tutorial
<b>Social and Personality Development: McMahon</b> Infancy: Social, emotional and personality development. 214-240.	16/10/14 (42) No tutorial
<b>Contexts: Parenting, Siblings, Families: McMahon</b> Middle Childhood: Social, personality and sex-role development. 244-255.	23/10/14 (43) Tutorial 4A
MODULE 5 ADULT DEVELOPMENT AND AGEING	
<b>Adolescence/Adult Development: Warburton/Ferguson</b> Extracts from Berk, L. E. Development through the lifespan. 309-319	30/10/14 (44) Tutorial 4B
<b>Adult Development Continued: Ferguson</b> Extracts from Berk, L. E. Development through the lifespan. 324- 345	6/11/14(45) Tutorial 5A
<b>Death and Dying/Course Review and Feedback</b> Ferguson/McMahon The End of the Lifespan. Death Dying and Bereavement. 349-375.	13/11/14 (46) Tutorial 5B

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

Academic Honesty:

Students are responsible for ensuring academic integrity practices are followed at all times. Your first step is to read the **University's Academic Honesty Policy**, and make sure you know what constitutes good practice and what plagiarism is, see link above.

Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas". There are two main issues. The first is presenting text from a publication or material retrieved from a website as though it were your own. When doing a literature review that involves presenting an analysis of the work of a number of theorists and researchers you need to make sure you know how to reference and cite correctly.

The other practice is the potential for collusion with other students. Informal study groups are encouraged as a good way to assist your learning, but please remember that all your independently assessed assignments must be totally independently completed. Unless you are doing a group project where each member contributes to producing one piece of work, for which you get the one mark, using part or all of someone else's work constitutes collusion and breaches the University's Academic Honesty policy.

Do not collude with any other student by selling, giving, lending, explaining or showing all or parts of your independently assessed work/answers/past or current assignments, and do not ask to buy, borrow, see and use all or parts of the work of another student. Plagiarism is a serious breach of the University's rules and carries significant penalties. The Schedule of Penalties can be found at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/schedule\\_penalties.html](http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>



## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)
- Research Skills: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- Academic writing: Clearly present a line of argument using a concise and clear academic writing style (APA Publication Manual, journal articles)

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcome

- Academic writing: Clearly present a line of argument using a concise and clear academic writing style (APA Publication Manual, journal articles)

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Knowledge: Recall, recognise and describe key concepts of the major developmental theories. (Lectures, Textbook)
- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood (Lectures, Textbook)
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)
- Critical Analysis: Describe assessment and research methods in developmental psychology and critically discuss the methodological challenges involved in research with infants and children. (Tutorials, Tutorial Reading)

### Assessment tasks

- Quiz
- Mid-Session Examination
- Final Examination

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood (Lectures, Textbook)
- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)
- Critical Analysis: Describe assessment and research methods in developmental psychology and critically discuss the methodological challenges involved in research with infants and children. (Tutorials, Tutorial Reading)
- Research Skills: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.

### Assessment tasks

- Literature Review
- Mid-Session Examination
- Final Examination

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)
- Research Skills: Collect, integrate and critically evaluate a body of developmental

research literature on a specified developmental topic.

## Assessment task

- Literature Review

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcome

- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Understanding: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood (Lectures, Textbook)
- Research Skills: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- Academic writing: Clearly present a line of argument using a concise and clear academic writing style (APA Publication Manual, journal articles)

## Assessment task

- Literature Review

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social

justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Learning outcome**

- Application: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan. (Lectures, Tutorials, Literature Review)

## **Changes since First Published**

<b>Date</b>	<b>Description</b>
16/01/2014	The Prerequisites was updated.