PSY 468
Advanced Issues in Development Psychology: Development Problems across the Lifespan
S1 Evening 2016
Department of Psychology

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General Information

Unit convenor and teaching staff
Unit Convenor
Cathy McMahon
cathy.mcmahon@mq.edu.au
Contact via cathy.mcmahon@mq.edu.au
C3A Room 715
Monday 4-5pm; Tuesday 4-6 pm

Credit points
3

Prerequisites

Corequisites
PSY490 or PSY495

Co-badged status
This unit is co-badged with PSYC768

Unit description
This unit will enable students to apply developmental theories to real-world problems across the lifespan. A series of developmental predicaments will be presented and students will be required to integrate multiple theoretical perspectives to understand the biological, psychological and social aspects of the problem and predict developmental trajectories. The topics are based on five cases each of which will run over two weeks. Students work in small groups. The unit will introduce students to the clinical reasoning process from assessment through to theoretically informed models of intervention and the identification of potential research topics that underpin evidence-based practice.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Apply a range of developmental theories to real-world problems
2. Identify contextual factors that facilitate or impede development at different life-stages
3. Integrate/synthesise multiple theoretical perspectives and systems to explain complex behaviours or predicaments
4. Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry.
5. Undertake research on specific developmental problems and evidence based treatment approaches.
6. Present assessment and management plans and research findings succinctly and clearly in written (case report) and oral (powerpoint presentation) formats.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Brief Oral Presentation</td>
<td>10%</td>
<td>random order</td>
</tr>
<tr>
<td>Case Report</td>
<td>50%</td>
<td>26/4/16 before 6.00 pm</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
<td>7/6/16</td>
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**Brief Oral Presentation**

Due: **random order**

Weighting: **10%**

Students are required to research a particular question, present their findings succinctly and cogently in a brief powerpoint presentation and submit a one page summary to the Unit Convenor. The timing is random throughout the semester, according to the group the to which the student is allocated. The task is assessed as Satisfactory/Not Satisfactory.

This Assessment Task relates to the following Learning Outcomes:
- Integrate/synthesise multiple theoretical perspectives and systems to explain complex behaviours or predicaments.
- Undertake research on specific developmental problems and evidence based treatment approaches.
- Present assessment and management plans and research findings succinctly and clearly in written (case report) and oral (powerpoint presentation) formats.

**Case Report**

Due: **26/4/16 before 6.00 pm**

Weighting: **50%**

Students prepare a case report on a topic related to issues covered in class. The report involves analysing the case with reference to relevant developmental theory and research and relevant
contextual variables. The task will be assessed using the following criteria: Organisation,
identification of relevant theoretical and contextual issues, analysis and synthesis, identification
of evidence based management strategies, reflective capacity, writing style and compliance with
APA formatting conventions. If an extension is required, students must apply through
ask.mq.edu.au providing relevant supporting documentation.

This Assessment Task relates to the following Learning Outcomes:
• Apply a range of developmental theories to real-world problems
• Identify contextual factors that facilitate or impede development at different life-stages
• Integrate/synthesise multiple theoretical perspectives and systems to explain complex
behaviours or predicaments
• Respond thoughtfully and compassionately to a range of human predicaments and
contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry
• Undertake research on specific developmental problems and evidence based treatment
approaches
• Present assessment and management plans and research findings succinctly and clearly
in written (case report) and oral (powerpoint presentation) formats.

Final Examination
Due: 7/6/16
Weighting: 40%

This examination (held in the final class) focuses on understanding of concepts covered in the
readings that accompany each of the five cases and the introductory and final lectures. Note
there will be ONE supplementary examination held one week after the in class examination. If
students need to make a case to do the supplementary examination they should apply through
ask.mq.edu.au providing relevant supporting documentation.

This Assessment Task relates to the following Learning Outcomes:
• Apply a range of developmental theories to real-world problems
• Integrate/synthesise multiple theoretical perspectives and systems to explain complex
behaviours or predicaments
• Present assessment and management plans and research findings succinctly and clearly
in written (case report) and oral (powerpoint presentation) formats.
Delivery and Resources

How the unit is taught: There are weekly seminars each lasting two hours. The venue is W5C Room 220, Tuesdays 18:00-20:00. Students work in small groups using Problem Based Learning. Five problem scenarios will be presented to students who will use the clinical reasoning process to develop an assessment and a management plan grounded in relevant psychological theory and research.

Attendance: Students must attend the seminars in this course and will not be able to sit for the final examination unless they have attended at least 85% (11/13) of the seminars. The classes involve active learning/problem solving working in small groups and the material will not be recorded. The introductory and final lectures are also not recorded.

Resources: All unit resources and communication will occur through the ilearn site:


Prescribed text: There is no prescribed textbook.

Required readings will be made available in E-reserve and links will be provided along with support materials related to each case scenario at the end of the first week working on the case. Core readings for introductory and concluding lectures will also be provided.

Technologies used and required: No special technologies. Internet access for E-reserve and ilearn site.

Unit Schedule

<table>
<thead>
<tr>
<th>PSY 468/PSYC768 UNIT SCHEDULE 2016</th>
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<tbody>
<tr>
<td>01/3/16 Introduction</td>
</tr>
<tr>
<td>08/3/16 Case 1 Infancy/Transition to Parenthood</td>
</tr>
<tr>
<td>15/3/16 Case 1</td>
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<tr>
<td>22/3/16 Case 2 Early School Age</td>
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<td>29/3/16 Case 2</td>
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## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://www.mq.edu.au/policy). Students should be aware of the following policies in particular with regard to Learning and Teaching:


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### Case Studies

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>05/4/16</td>
<td>Case 3 Adolescence/Early Adulthood</td>
<td>Part 1</td>
</tr>
<tr>
<td></td>
<td>Mid-Session Break 11-25th April</td>
<td></td>
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<tr>
<td>26/4/16</td>
<td>Case 3 Adolescence</td>
<td>Part 2 &amp; Presentations</td>
</tr>
<tr>
<td>03/5/16</td>
<td>Case 4 Middle Adulthood</td>
<td>Part 1</td>
</tr>
<tr>
<td>10/5/16</td>
<td>Case 4 Middle Adulthood</td>
<td>Part 2 &amp; Presentations</td>
</tr>
<tr>
<td>17/5/16</td>
<td>Case 5 Older Adulthood</td>
<td>Part 1</td>
</tr>
<tr>
<td>24/5/16</td>
<td>Case 5 Older Adulthood</td>
<td>Part 2 &amp; Presentations</td>
</tr>
<tr>
<td>31/5/16</td>
<td>Course Review and final lecture</td>
<td></td>
</tr>
<tr>
<td>07/6/16</td>
<td>Final Examination (in class)</td>
<td></td>
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[http://unitguides.mq.edu.au/unit_offerings/63561/unit_guide/print](http://unitguides.mq.edu.au/unit_offerings/63561/unit_guide/print)
Disruption to Studies Policy 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/

Results
Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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) 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 Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

http://unitguides.mq.edu.au/unit_offerings/63561/unit_guide/print 7
Graduate Capabilities

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

- Apply a range of developmental theories to real-world problems
- Integrate/synthesise multiple theoretical perspectives and systems to explain complex behaviours or predicaments
- Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry
- Undertake research on specific developmental problems and evidence based treatment approaches

Assessment tasks

- Brief Oral Presentation
- Case Report
- 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

• Integrate/synthesise multiple theoretical perspectives and systems to explain complex behaviours or predicaments
• Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry

Assessment tasks

• Case Report
• 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

• Identify contextual factors that facilitate or impede development at different life-stages
• Integrate/synthesise multiple theoretical perspectives and systems to explain complex behaviours or predicaments
• Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry
• Undertake research on specific developmental problems and evidence based treatment approaches

Assessment tasks

• Brief Oral Presentation
• Case Report
• Final Examination

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 outcomes

• Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry
• Undertake research on specific developmental problems and evidence based treatment approaches

Assessment tasks

• Brief Oral Presentation
• Case Report

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

• Integrate/synthesise multiple theoretical perspectives and systems to explain complex behaviours or predicaments
• Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry
• Present assessment and management plans and research findings succinctly and clearly in written (case report) and oral (powerpoint presentation) formats.

Assessment tasks

• Brief Oral Presentation
• Case Report
• Final Examination

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 outcomes

- Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry
- Present assessment and management plans and research findings succinctly and clearly in written (case report) and oral (powerpoint presentation) formats.

Assessment tasks

- Brief Oral Presentation
- Case Report
- Final Examination

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

- Identify contextual factors that facilitate or impede development at different life-stages
- Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry

Assessment task

- Case Report

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

- Respond thoughtfully and compassionately to a range of human predicaments and contexts, as well as demonstrating objectivity, critical reflection and scientific enquiry
Assessment task

• Case Report