



# PSY 468

## Advanced Issues in Development Psychology: Development Problems across the Lifespan

S1 Evening 2016

*Department of 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>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

#### **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; 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 <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

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.

## Assessment Tasks

Name	Weighting	Due
<u>Brief Oral Presentation</u>	10%	random order
<u>Case Report</u>	50%	26/4/16 before 6.00 pm
<u>Final Examination</u>	40%	7/6/16

### 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.

On successful completion you will be able to:

- 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](mailto:ask.mq.edu.au) providing relevant supporting documentation.

On successful completion you will be able to:

- 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](mailto:ask.mq.edu.au) providing relevant supporting documentation.

On successful completion you will be able to:

- 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:

<http://ilearn.mq.edu.au/course/view.php?id=15939>

**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

PSY 468/PSYC768 UNIT SCHEDULE 2016		
01/3/16	Introduction	Theoretical Overview/PBL
08/3/16	Case 1 Infancy/Transition to Parenthood	Part 1
15/3/16	Case 1	Part 2 & Presentations
22/3/16	Case 2 Early School Age	Part 1
29/3/16	Case 2	Part 2 & Presentations
05/4/16	Case 3 Adolescence/Early Adulthood	Part 1
Mid-Session Break 11-25th April		

26/4/16	Case 3 Adolescence	Part 2 & Presentations
03/5/16	Case 4 Middle Adulthood	Part 1
10/5/16	Case 4 Middle Adulthood	Part 2 & Presentations
17/5/16	Case 5 Older Adulthood	Part 1
24/5/16	Case 5 Older Adulthood	Part 2 & Presentations
31/5/16	Course Review and final lecture	
07/6/16	Final Examination (in class)	

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## 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](http://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](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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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

## **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

## 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

## **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