PSYC768

Advanced Issues in Developmental Psychology: Development Problems across the Lifespan

S1 Evening 2019

Department of Psychology

Contents

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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
Tuesday 4-6 pm; Wednesday 4-5 pm

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status
  This unit is co-badged with PSY 468

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 analyse 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	Hurdle	Due
Brief Oral Presentation	10%	No	random order
Case Report	50%	No	30/4/19 before 6.00 pm
Final Examination	40%	No	04/6/19

Brief Oral Presentation

Due: **random order**
Weighting: **10%**

Students are required to research a specific 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:
• Apply a range of developmental theories to real-world problems
• Identify contextual factors that facilitate or impede development at different life-stages
• 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: **30/4/19 before 6.00 pm**
Weighting: **50%**

Students prepare a case report on a topic related to issues covered in class. The task requires

students to analyse the case with reference to relevant developmental theory and research and contextual variables. Assessment is based on the following criteria: identification of relevant theoretical and contextual issues; analysis and synthesis to draw these different theories and issues together to understand the problem; identification of evidence based management strategies; demonstration of professional reflective capacity; clear academic 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.

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: **04/6/19**
Weighting: **40%**

This examination (held in the final class) focuses on demonstrating 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.

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

Delivery and Resources

How the unit is taught: There are weekly seminars each lasting two hours. The venue is

Tutorial Room 238, 17 Wally's Walk, Tuesdays 18:00-20:00. Students work in small groups using a problem based learning approach. Five problem scenarios will be presented (each runs for two weeks) and students use a 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

Theoretical Overview and Introduction to PBL	26/2/19
Case 1: Infancy/Transition to Parenthood Part 1	05/3/19
Case 1: Infancy/Transition to Parenthood Part 2	12/3/19
Case 2: Early Childhood Part 1	19/3/19
Case 2: Early Childhood Part 2	26/3/19
Case 3: Adolescence Part 1	02/4/19
Case 3: Adolescence Part 2	09/4/19
15 April till 29 April University break (Case report due 30 April)	
Case 4: Middle Adulthood Part 1	30/4/19
Case 4: Middle Adulthood Part 2	07/5/19
Case 5: Older Adulthood Part 1	14/5/19
Case 5: Older Adulthood Part 2	21/5/19
Course Review and Revision	28/5/19
In class Examination	04/6/19

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the

key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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 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

If you are a Global MBA student contact globalmba.support@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/.

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

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
- Undertake research on specific developmental problems and evidence based treatment approaches

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

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

Assessment tasks

- Case Report
- Final Examination

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

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

- Case Report
- Final Examination

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

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
- Undertake research on specific developmental problems and evidence based treatment approaches

Assessment tasks

- Brief Oral Presentation
- Case Report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- 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

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

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