



# PSYX235

## Developmental Psychology

S2 OUA 2019

*Department of Psychology*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Senior Tutor/Administration

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Prerequisites

(PSYX104 and PSYX105) or (PSYC104 and PSYC105)

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 PSYX105. 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.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

Recall, recognise and describe key concepts of the major developmental theories.

(Lectures, Textbook)

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

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, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.

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

## Assessment Tasks

| Name                     | Weighting | Hurdle | Due                      |
|--------------------------|-----------|--------|--------------------------|
| <u>Quiz</u>              | 10%       | No     | Week starting 2/9/19     |
| <u>Literature Review</u> | 40%       | No     | 2.00pm Tuesday 24/9/19   |
| <u>Final Examination</u> | 50%       | No     | Final Examination Period |

### Quiz

Due: **Week starting 2/9/19**

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. You will receive feedback on your performance.

On successful completion you will be able to:

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

### Literature Review

Due: **2.00pm Tuesday 24/9/19**

Weighting: **40%**

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:

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

## Final Examination

Due: **Final Examination Period**

Weighting: **50%**

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

On successful completion you will be able to:

- Recall, recognise and describe key concepts of the major developmental theories. (Lectures, Textbook)
- 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 Tuesday 10-12.00. Lectures are live streamed and recordings are available through echo on iLearn.

Tutorials: 2-hour tutorial activities to be completed each fortnight. There are five tutorial topics.

Tutorial Participation: There are no marks allocated for tutorial participation, but participation is compulsory as the format is interactive and material covered in class discussions is included in quizzes and examinations. In many of the tutorials we will use videotaped stimulus material to discuss theoretical and methodological issues. The emphasis is on active engagement with this material.

**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

|      |  |                        |
|------|--|------------------------|
|      | (Note: Page numbers for readings are at top of page in text book)  |                        |
| Week | <b>MODULE 1 INTRODUCTION AND EARLY DEVELOPMENT</b>   |                        |
| 1    | <b>Introduction, Overview of Theory, Approach to writing a literature review: McMahon</b> Textbook 1-37.                                 | 30 July<br>No Tutorial |
| 2    | <b>Prenatal Development, Genes, Environment: McMahon</b><br>Textbook 37-71.  | 6 Aug<br>Tutorial 1    |
| 3    | <b>Physical and Perceptual Development: McMahon</b><br>Textbook 74-95; 100-129.  | 13 Aug                 |
|      | <b>MODULE 2 COGNITIVE DEVELOPMENT</b>  |                        |
| 4    | <b>Cognitive Development A: McMahon</b><br>Textbook 174-209.   | 20 Aug<br>Tutorial 2   |
| 5    | <b>Cognitive Development B: Warburton</b><br>Textbook 134-170.   | 27 Aug                 |
|      | <b>MODULE 3 SOCIAL AND EMOTIONAL DEVELOPMENT A</b>   |                        |
| 6    | <b>Temperament and Q&amp;A Session: McMahon</b><br>Textbook 214-226.<br><i>Opportunity to ask questions about your Literature Review</i> | 3 Sept<br>Tutorial 3   |

|    |  |                      |
|----|--|----------------------|
| 7  | <b>Social-Emotional Development and Attachment: McMahon</b><br>Textbook 226-240.                     | 10 Sept              |
|    | <b>MID-SESSION BREAK:</b> Literature Reviews are due Tuesday 24th September at 2.00 pm               |                      |
|    | <b>MODULE 4 SOCIAL AND EMOTIONAL DEVELOPMENT B</b>   |                      |
| 8  | <b>Contexts for Development: Families &amp; Parenting: McMahon</b><br>Textbook 244-255.              | 1 Oct                |
| 9  | <b>Gender Development: Bussey</b><br>Textbook 259-270.   | 8 Oct                |
| 10 | <b>Moral Development: Bussey</b><br>Textbook 276-305.  | 15 Oct<br>Tutorial 4 |
|    | <b>MODULE 5 ADULT DEVELOPMENT AND AGEING</b>   |                      |
| 11 | <b>Adolescence/Adult Development: McMahon/Ferguson</b><br>Extracts from Berk, L.E. Textbook 309-319. | 22 Oct               |
| 12 | <b>Adult Development Continued: Ferguson</b><br>Extracts from Berk, L.E. Textbook 324-345.           | 30 Oct               |
| 13 | <b>Death and Dying: Ferguson</b><br>Textbook 349-375.  | Tutorial 5<br>5 Nov  |

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Extension Request

### **Special Consideration Policy and Procedure** (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### **Outcome**

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### **Withdrawal from a unit after the census date**

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the

census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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) (<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) (<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) (<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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

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)

## OUA Student Information

Information about studying via OUA at Macquarie University can be found here: <https://www.mq.edu.au/study/other-study-options/open-universities-australia> including the OUA Student Guide. This has all the MQ OUA-specific policies (info about studying online, extensions, exams, etc).

## 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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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 outcome

- 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)

### 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

- 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, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- 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

- 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

- Recall, recognise and describe key concepts of the major developmental theories. (Lectures, Textbook)
- Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood (Lectures, Textbook)
- 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)

### Assessment tasks

- Quiz
- 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**

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

## **Assessment tasks**

- Literature Review
- 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**

- 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, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.

## **Assessment task**

- 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

- Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood (Lectures, Textbook)
- Research, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- 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

- 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)