



PSYX2235

Developmental Psychology

Session 2, Fully online/virtual 2021

Archive (Pre-2022) - Department of Psychology

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Disclaimer

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff

Convenor

Josephine Paparo

josephine.paparo@mq.edu.au

Contact via Email

Consultations by appointment only

Wayne Warburton

wayne.warburton@mq.edu.au

Kay Bussey

kay.bussey@mq.edu.au

Nora Trompeter

nora.trompeter@mq.edu.au

Credit points

10

Prerequisites

((PSYC104 or PSYU1104 or PSYX104 or PSYX1104 or PSYU1101 or PSYX1101) and (PSYC105 or PSYU1105 or PSYX105 or PSYX1105 or PSYU1102 or PSYX1102)) or ((PSYC104 or PSYU1104 or PSYX104 or PSYC1104 or PSYU1101 or PSYX1101) and admission to (BPsychLLB or LLBBPsych(Hons) or BEd(Prim)BPsych or BSpHScBPsych or BSpHScBPsych(Hons) or DipSphComm)

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 PSYX1105. 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:

ULO1: Recall, recognise and describe key concepts of the major developmental theories.

ULO2: Describe the processes of development from conception through pregnancy, childhood, adolescence and adulthood.

ULO3: Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.

ULO4: Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.

ULO5: Clearly present information and arguments using a concise and clear academic writing style.

General Assessment Information

All extensions need to be formally requested via ask.mq.edu.au in line with the special consideration policy. Late submissions, without an approved extension, will receive a 5% per day penalty including weekends and public holidays. If you submit the assessment task 10 days or more beyond the due date, you will be awarded a maximum of 50% of the overall assessment marks. No further submissions will be accepted after the marked assignments are returned and feedback is released to students.

For word count penalties, 5% of the possible mark will be deducted per 100 words over the word limit for the assessment task. An additional 99 words beyond the limit can be written without penalty.

It is Psychology policy that letter grades, not numeric marks, are released for written assessment tasks. Any requests for remark need to follow the Psychology process and must be applied within 2 weeks of the assessment task being returned. Information will be provided on iLearn.

Students are expected to make themselves available for the exam, at the date and time set by the University, in line with the Assessment Policy and Procedure.

All assessments for this unit are compulsory in order to be eligible to pass the unit. Any student who does not attempt an assessment in this unit will be granted a Fail Absent grade.

Supplementary assessment tasks will only be provided following an approved Special Consideration application, and only when appropriate. Supplementary assessment tasks, including supplementary exams, can be in a different format to the original assessment task.

Assessment Tasks

Name	Weighting	Hurdle	Due
Open Quiz	10%	No	During Week 7 (available until 5pm Friday 10 September)
Literature Review	40%	No	Thursday 23 September 10am
Final Examination	50%	No	Final Exam Period

Open Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 8 hours

Due: **During Week 7 (available until 5pm Friday 10 September)**

Weighting: **10%**

Open book multiple choice quiz of 20 questions completed online in 45 minutes

On successful completion you will be able to:

- Recall, recognise and describe key concepts of the major developmental theories.
- Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.

Literature Review

Assessment Type ¹: Literature review

Indicative Time on Task ²: 40 hours

Due: **Thursday 23 September 10am**

Weighting: **40%**

Students complete a 1500 word literature review on theory and research related to a particular developmental phenomenon.

On successful completion you will be able to:

- Describe the processes of development from conception through pregnancy, childhood,

adolescence and adulthood.

- Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.
- Collect, integrate and critically evaluate a body of developmental research literature on a specified developmental topic.
- Clearly present information and arguments using a concise and clear academic writing style.

Final Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 40 hours

Due: **Final Exam Period**

Weighting: **50%**

Final examination held within the University's formal exam period, in accordance with relevant requirements.

On successful completion you will be able to:

- Recall, recognise and describe key concepts of the major developmental theories.
- Apply developmental theories to various real-life scenarios to explain or predict observed human behaviour at different stages across the lifespan.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

This unit will run with lectures and tutorials delivered online. Lecture recordings and tutorial materials will be released on iLearn no later than on the Monday of the indicated week.

Unit Schedule

*Subject to Change

MODULE 1 INTRODUCTION AND EARLY DEVELOPMENT	
<p>Introduction to the Unit, Approach to Writing a Literature Review, and Overview of theory – Dr Josephine Paparo</p> <p>CHAPTER 1 White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., pp. 2–33). Melbourne: Pearson Australia.</p>	<p>Week 1 starting 26th July</p> <p>No Tutorial</p>
<p>Prenatal Development, Genes, and Environment – Dr Josephine Paparo</p> <p>CHAPTER 2 White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., pp. 34–65). Melbourne: Pearson Australia.</p>	<p>Week 2 starting 2nd August</p> <p>Tutorial 1</p>
<p>Motor and Perceptual Development – Dr Josephine Paparo</p> <p>CHAPTER 3 White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., pp. 66–100). Melbourne: Pearson Australia.</p> <p>CHAPTER 4 White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., pp. 102–137). Melbourne: Pearson Australia.</p>	<p>Week 3 starting 9th August</p>
MODULE 2 COGNITIVE DEVELOPMENT	
<p>Cognitive Development A – Dr Josephine Paparo</p> <p>CHAPTER 5 White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., pp. 138–178). Melbourne: Pearson Australia.</p>	<p>Week 4 starting 16th August</p> <p>Tutorial 2</p>
<p>Cognitive Development B – A/Prof Wayne Warburton</p> <p>CHAPTER 6 White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., pp. 180–223). Melbourne: Pearson Australia.</p>	<p>Week 5 starting 23rd August</p>
MODULE 3 SOCIAL AND EMOTIONAL DEVELOPMENT IN A FAMILY CONTEXT	
<p>Temperament and Emotion Regulation – Dr Josephine Paparo</p> <p>CHAPTER 5 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 133–164). Melbourne: Pearson Australia.</p>	<p>Week 6 starting 30th August</p> <p>Tutorial 3</p>
<p>Attachment and Emotion Regulation – Dr Josephine Paparo</p> <p>No additional readings</p>	<p>Week 7 starting 6th September</p>
<p>PLEASE NOTE THE ONLINE QUIZ COVERING MODULES 1 & 2 IS TO BE COMPLETED IN WEEK 7</p>	
<p>Mid-Session Break 13 September – 26 September</p> <p>PLEASE NOTE THE LITERATURE REVIEW IS DUE THURSDAY 23 SEPTEMBER AT 10.00AM (i.e., during the break)</p>	

<p>Contexts for Development: Parenting, Siblings, Families – Dr Josephine Paparo</p> <p>CHAPTER 8 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 243–256). Melbourne: Pearson Australia.</p>	<p>Week 8 starting 27th September</p> <p>No tutorial</p>
<p>MODULE 4 GENDER AND MORAL DEVELOPMENT</p>	
<p>Gender Development – A/Prof Kay Bussey</p> <p>CHAPTER 8 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 256–269). Melbourne: Pearson Australia.</p>	<p>Week 9 starting 5th October (after the Public Holiday on Monday 4th October)</p> <p>No tutorial</p>
<p>Moral Development – A/Prof Kay Bussey</p> <p>CHAPTER 11 White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., pp. 394–427). Melbourne: Pearson Australia.</p>	<p>Week 10 starting 11th October</p> <p>Tutorial 4</p>
<p>MODULE 5 ADOLESCENT AND ADULT DEVELOPMENT</p>	
<p>Adolescence/Adult Development –A/Prof Wayne Warburton & Dr Josephine Paparo</p> <p>CHAPTER 2 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 50–53). Melbourne: Pearson Australia.</p> <p>CHAPTER 10 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 318–332). Melbourne: Pearson Australia.</p> <p>CHAPTER 11 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 347–349). Melbourne: Pearson Australia.</p> <p>CHAPTER 12 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 386–397). Melbourne: Pearson Australia.</p>	<p>Week 11 starting 18th October</p>
<p>Adult Development Continued – Dr Sue Ferguson</p> <p>CHAPTER 14 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 456–458). Melbourne: Pearson Australia.</p> <p>CHAPTER 15 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 490–494). Melbourne: Pearson Australia.</p> <p>CHAPTER 16 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 517–530). Melbourne: Pearson Australia.</p> <p>CHAPTER 17 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 571–574). Melbourne: Pearson Australia.</p>	<p>Week 12 starting 25th October</p> <p>Tutorial 5</p>
<p>Death and Dying – Dr Sue Ferguson</p> <p>CHAPTER 18 Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., pp. 580–612). Melbourne: Pearson Australia.</p>	<p>Week 13 starting 1st November</p>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

Grading

Macquarie University, and Psychology undergraduate courses, follow standards-based assessment of student performance. All individual assessment tasks are subject to moderation, consistent with the Assessment Policy and Procedure. A student's final mark for this unit, and associated grade, must reflect their attainment of the unit learning outcomes, and isn't necessarily a simple summation of their individual assessment items.

OUA policies

For information and administrative processes specific to OUA studies, please see this website: <https://students.mq.edu.au/study/faculties/open-universities-australia>

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.