



PSYU2235

Developmental Psychology

Session 2, In person-scheduled-weekday, North Ryde 2022

School of Psychological Sciences

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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 and Lecturer

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Consultations by appointment only

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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.

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

In Psychology, letter grades, not numeric marks, are released for written assessment tasks in some units, including this unit.

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

All extensions need to be formally requested via ask.mq.edu.au in line with the special consideration policy.

The final exam for this unit is currently scheduled to occur on Macquarie University campus and is compulsory for this unit. Any student who does not attempt the final exam will be granted a Fail Absent grade. 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.

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.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
Open Quiz	10%	No	During Week 7 (available 9am Mon 5 Sept - 5pm Fri 9 Sept)

Name	Weighting	Hurdle	Due
Literature Review	40%	No	Wed 21 Sept 11:55pm
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 9am Mon 5 Sept - 5pm Fri 9 Sept)**

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: **Wed 21 Sept 11:55pm**

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.

Final Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 40 hours

Due: **Final Exam Period**

Weighting: **50%**

Multiple choice examination of 100 questions to be completed in 2 hours

On successful completion you will be able to:

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

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

As a student enrolled in this unit, you will engage in a range of face-to-face learning activities, including lectures and tutorials, as well as readings and videos. Lectures are delivered on campus with online options via Echo360. Tutorial classes are held on campus and commence in Week 2. Please attend your scheduled tutorial class time.

Further details can be found on the iLearn site for this unit.

Textbook

A custom textbook has been developed for this unit. *Please consult the unit schedule below and on iLearn for week-to-week prescribed readings.*

Students can purchase a print version of the textbook [here](#) or digital version of the textbook [here](#). An e-version of the textbook is also available for loan through the Macquarie University library via this [link](#) and [Leganto](#). See iLearn for more information.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Unit Schedule

*Subject to Change

MODULE 1 INTRODUCTION AND EARLY DEVELOPMENT	
<p>Week 1 (starting 25 July)</p> <p>Lecture 27 July 16:00</p> <p>No Tutorial</p>	<p>Introduction to the Unit, Approach to Writing a Literature Review, and Overview of theory – Dr Josephine Paparo</p> <p><u>Custom Text Topic 1</u>. Includes:</p> <p>-White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., Ch 1, pp. 2–33). Melbourne: Pearson Australia.</p>
<p>Week 2 (starting 1 August)</p> <p>Lecture 3 August 16:00</p> <p>Tutorial 1 (Stream A)</p>	<p>Prenatal Development, Genes, and Environment – Dr Josephine Paparo</p> <p><u>Custom Text Topic 2</u>. Includes:</p> <p>-White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., Ch 2, pp. 34–65). Melbourne: Pearson Australia.</p>
<p>Week 3 (starting 8 August)</p> <p>Lecture 10 August 16:00</p> <p>Tutorial 1 (Stream B)</p>	<p>Birth, Motor and Perceptual Development – Dr Josephine Paparo</p> <p><u>Custom Text Topic 3</u>. Includes:</p> <p>-White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., Ch 3, pp. 66–100). Melbourne: Pearson Australia.</p> <p>-White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., Ch 4, pp. 102–137). Melbourne: Pearson Australia.</p>
MODULE 2 COGNITIVE DEVELOPMENT	
<p>Week 4 (starting 15 August)</p> <p>Lecture 17 August 16:00</p> <p>Tutorial 2 (Stream A)</p>	<p>Cognitive Development A – Dr Josephine Paparo</p> <p><u>Custom Text Topic 4</u>. Includes:</p> <p>-White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., Ch 5, pp. 138–178). Melbourne: Pearson Australia.</p>
<p>Week 5 (starting 22 August)</p> <p>Lecture 24 August 16:00</p> <p>Tutorial 2 (Stream B)</p>	<p>Cognitive Development B – A/Prof Wayne Warburton</p> <p><u>Custom Text Topic 5</u>. Includes:</p> <p>-White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., Ch 6, pp. 180–223). Melbourne: Pearson Australia.</p>
MODULE 3 SOCIAL AND EMOTIONAL DEVELOPMENT IN A FAMILY CONTEXT	
<p>Week 6 (starting 29 August)</p> <p>Lecture 31 August 16:00</p> <p>Tutorial 3 (Stream A)</p>	<p>Temperament and Emotion Regulation – Dr Josephine Paparo</p> <p><u>Custom Text Topic 6</u>. Includes:</p> <p>- Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 5, pp. 133–164). Melbourne: Pearson Australia.</p>

<p>Week 7 (starting 5 September)</p> <p>Lecture 7 September 16:00</p> <p>Tutorial 3 (Stream B)</p>	<p>Attachment and Emotion Regulation – Dr Josephine Paparo</p> <p>No additional readings</p>
<p>PLEASE NOTE THE ONLINE QUIZ COVERING MODULES 1 & 2 IS TO BE COMPLETED IN WEEK 7</p>	
<p>Mid-Session Break 12 September – 25 September</p> <p>PLEASE NOTE THE LITERATURE REVIEW IS DUE WEDNESDAY 21 SEPTEMBER AT 11:55pm</p>	
<p>Week 8 (starting 26 September)</p> <p>Lecture 28 September 16:00</p> <p>No tutorial</p>	<p>Contexts for Development: Parenting, Siblings, Families – Dr Josephine Paparo</p> <p><u>Custom Text Topic 7</u>. Includes:</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 8, pp. 243–256). Melbourne: Pearson Australia.</p>
<p>MODULE 4 GENDER AND MORAL DEVELOPMENT</p>	
<p>Week 9 (starting 3 October)</p> <p>Lecture 5 October 16:00</p> <p>No tutorial</p>	<p>Gender Development – A/Prof Kay Bussey</p> <p><u>Custom Text Topic 8</u>. Includes:</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 8, pp. 256–269). Melbourne: Pearson Australia.</p>
<p>Week 10 (starting 10 October)</p> <p>Lecture 12 October 16:00</p> <p>Tutorial 4 (Stream A)</p>	<p>Moral Development – A/Prof Kay Bussey</p> <p><u>Custom Text Topic 9</u>. Includes:</p> <p>-White, F., Hayes, B., & Livesey, D. (2016). <i>Developmental psychology: From infancy to adulthood</i> (4th ed., Ch 11, pp. 394–427). Melbourne: Pearson Australia.</p>
<p>MODULE 5 ADOLESCENT AND EARLY ADULT DEVELOPMENT</p>	
<p>Week 11 (starting 17 October)</p> <p>Lecture 19 October 16:00</p> <p>Tutorial 4 (Stream B)</p>	<p>Adolescent and Early Adult Development –A/Prof Wayne Warburton</p> <p><u>Custom Text Topic 10</u>. Includes:</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 2, pp. 50–53). Melbourne: Pearson Australia.</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 10, pp. 318–332). Melbourne: Pearson Australia.</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 11, pp. 347–349). Melbourne: Pearson Australia.</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 12, pp. 386–397). Melbourne: Pearson Australia.</p>

<p>Week 12 (starting 24 October)</p> <p>Lecture 26 October 16:00</p> <p>Tutorial 5 (Stream A)</p>	<p>Adult Development – Dr Carly Johnco</p> <p><u>Custom Text Topic 11</u>. Includes:</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 14, pp. 456–458). Melbourne: Pearson Australia.</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 15, pp. 490–494). Melbourne: Pearson Australia.</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 16, pp. 517–530). Melbourne: Pearson Australia.</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 17, pp. 571–574). Melbourne: Pearson Australia.</p>
<p>Week 13 (starting 31 October)</p> <p>Lecture 2 November 16:00</p> <p>Tutorial 5 (Stream B)</p>	<p>Adult Development and Death and Dying – Dr Carly Johnco</p> <p><u>Custom Text Topic 12</u>. Includes:</p> <p>-Peterson, C. (2014). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed., Ch 18, pp. 580–612). Melbourne: Pearson Australia.</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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault

- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop)

is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Changes since First Published

Date	Description
08/07/2022	Additional information regarding unit delivery and resources provided.