PSYX2235

Developmental Psychology

Session 2, Online-flexible 2024

School of Psychological Sciences

Contents

Disclaimer

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General Information

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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. Here, you will consolidate and extend on topics introduced in the developmental section of your introductory psychology units. You will 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, you will 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. You will survey major theories, research findings, and contemporary issues in physical, cognitive, social-emotional, and personality development across the life span. The tutorials will complement the lectures and here, you will 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:** Analyse, critique, and discuss topics of and research relating to developmental psychology (Capability 1: Scientist and Scholar).

> **ULO2:** Effectively communicate a breadth of understanding of topics in developmental psychology to convey thoughtful, scientifically driven information (Capability 2: Practitioner).

> **ULO3:** Demonstrate systems-thinking and apply strategies to operate effectively in a range of settings, including in response to the needs of socially and culturally diverse groups (Capability 3: Citizen).

> **ULO4:** Demonstrate effective application of developmental psychology knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

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.

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 will be online invigilated (subject to change). 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.

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

Please note no submissions will be accepted after marked assignments are returned and feedback is released to students.

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
Presentation	20%	No	Monday 19 August by 11:55pm
Literature Review	40%	No	Monday 16 September by 11:55pm
Course Capabilities Reflection (Portfolio)	0%	No	Monday 21 October by 11:55pm
Final Examination	40%	No	During the final examination period

Presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 16 hours
Due: **Monday 19 August by 11:55pm**
Weighting: **20%**

You will prepare and present a brief audiovisual recorded proposal for funding to support an initiative that will address an important contemporary issue in developmental psychology.

On successful completion you will be able to:
- Analyse, critique, and discuss topics of and research relating to developmental psychology (Capability 1: Scientist and Scholar).
- Effectively communicate a breadth of understanding of topics in developmental psychology to convey thoughtful, scientifically driven information (Capability 2: Practitioner).
- Demonstrate systems-thinking and apply strategies to operate effectively in a range of settings, including in response to the needs of socially and culturally diverse groups (Capability 3: Citizen).
- Demonstrate effective application of developmental psychology knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

Literature Review

Assessment Type [1]: Literature review

Indicative Time on Task [2]: 30 hours
Due: **Monday 16 September by 11:55pm**
Weighting: **40%**

You will complete a literature review on theory and research related to a particular developmental phenomenon.

On successful completion you will be able to:
- Analyse, critique, and discuss topics of and research relating to developmental psychology (Capability 1: Scientist and Scholar).
- Effectively communicate a breadth of understanding of topics in developmental psychology to convey thoughtful, scientifically driven information (Capability 2: Practitioner).
- Demonstrate effective application of developmental psychology knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

Course Capabilities Reflection (Portfolio)

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 10 hours
Due: **Monday 21 October by 11:55pm**
Weighting: **0%**

You will complete and submit an exercise to reflect, with evidence, on how this unit has further developed your personal and professional capabilities in psychology.

On successful completion you will be able to:
- Demonstrate systems-thinking and apply strategies to operate effectively in a range of settings, including in response to the needs of socially and culturally diverse groups (Capability 3: Citizen).
- Demonstrate effective application of developmental psychology knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

Final Examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 30 hours

Due: **During the final examination period**
Weighting: **40%**

You will complete a summative final exam covering the unit's content under formal examination conditions.

On successful completion you will be able to:

- Analyse, critique, and discuss topics of and research relating to developmental psychology (Capability 1: Scientist and Scholar).
- Effectively communicate a breadth of understanding of topics in developmental psychology to convey thoughtful, scientifically driven information (Capability 2: Practitioner).
- Demonstrate effective application of developmental psychology knowledge for positive impact at the foundational level of competency (Capability 2: Practitioner).

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[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 learning activities, including online asynchronous lectures and tutorials, as well as readings and videos.

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	
Week 1 (starting 22 July) Lecture is 24 July 13:00-15:00 *No Tutorial*	**Introduction to the Unit and Overview of theory – A/Prof Josephine Paparo** Custom Text Topic 1. Includes: -White, F., Hayes, B., & Livesey, D. (2016). *Developmental psychology: From infancy to adulthood* (4th ed., Ch 1, pp. 2–33). Melbourne: Pearson Australia.
Week 2 (starting 29 July) Lecture is 31 July 13:00-15:00 *Tutorial 1*	**Prenatal Development, Genes, and Environment – A/Prof Josephine Paparo** Custom Text Topic 2. Includes: -White, F., Hayes, B., & Livesey, D. (2016). *Developmental psychology: From infancy to adulthood* (4th ed., Ch 2, pp. 34–65). Melbourne: Pearson Australia.
Week 3 (starting 5 August) Lecture is 7 August 13:00-15:00	**Motor and Perceptual Development – A/Prof Josephine Paparo** Custom Text Topic 3. Includes: -White, F., Hayes, B., & Livesey, D. (2016). *Developmental psychology: From infancy to adulthood* (4th ed., Ch 3, pp. 66–100). Melbourne: Pearson Australia. -White, F., Hayes, B., & Livesey, D. (2016). *Developmental psychology: From infancy to adulthood* (4th ed., Ch 4, pp. 102–137). Melbourne: Pearson Australia.

MODULE 2 COGNITIVE DEVELOPMENT	
Week 4 (starting 12 August) Lecture is 14 August 13:00-15:00 *Tutorial 2*	**Cognitive Development A – A/Prof Josephine Paparo** Custom Text Topic 4. Includes: -White, F., Hayes, B., & Livesey, D. (2016). *Developmental psychology: From infancy to adulthood* (4th ed., Ch 5, pp. 138–178). Melbourne: Pearson Australia.
NOTE: Assessment Task 1 Presentation (3-minute Pitch) is due Monday 19 August by 11:55pm	
Week 5 (starting 19 August) Lecture is 21 August 13:00-15:00	**Cognitive Development B – Prof Wayne Warburton** Custom Text Topic 5. Includes: -White, F., Hayes, B., & Livesey, D. (2016). *Developmental psychology: From infancy to adulthood* (4th ed., Ch 6, pp. 180–223). Melbourne: Pearson Australia.

MODULE 3 SOCIAL AND EMOTIONAL DEVELOPMENT IN A FAMILY CONTEXT	

Week 6 (starting 26 August) Lecture is 28 August 13:00-15:00 ***Tutorial 3***	**Temperament and Emotion Regulation – A/Prof Josephine Paparo** Custom Text Topic 6. Includes: - Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 5, pp. 133–164). Melbourne: Pearson Australia.
Week 7 (starting 2 September) Lecture is 4 September 13:00-15:00	**Attachment and Emotion Regulation – A/Prof Josephine Paparo** No additional readings
Week 8 (starting 9 September) Lecture is 11 September 13:00-15:00 ***Tutorial 4***	**Contexts for Development: Parenting, Siblings, Families – A/Prof Josephine Paparo** Custom Text Topic 7. Includes: -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 8, pp. 243–256). Melbourne: Pearson Australia.

***NOTE:** Assessment Task 2 Literature Review is due Monday 16 September by 11:55pm*

Mid-Session Break 16 September – 27 September

MODULE 4 GENDER AND MORAL DEVELOPMENT

Week 9 (starting 30 September) Lecture is 2 October 13:00-15:00	**Gender Development – Prof Kay Bussey** Custom Text Topic 8. Includes: -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 8, pp. 256–269). Melbourne: Pearson Australia.
Week 10 (starting 7 October) Lecture is 9 October 13:00-15:00 ***Tutorial 5***	**Moral Development – Prof Kay Bussey** Custom Text Topic 9. Includes: -White, F., Hayes, B., & Livesey, D. (2016). *Developmental psychology: From infancy to adulthood* (4th ed., Ch 11, pp. 394–427). Melbourne: Pearson Australia.

MODULE 5 ADOLESCENT AND EARLY ADULT DEVELOPMENT

Week 11 (starting 14 October) Lecture is 16 October 13:00-15:00	**Adolescent and Early Adult Development – Prof Wayne Warburton** Custom Text Topic 10. Includes: -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 2, pp. 50–53). Melbourne: Pearson Australia. -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 10, pp. 318–332). Melbourne: Pearson Australia. -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 11, pp. 347–349). Melbourne: Pearson Australia. -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 12, pp. 386–397). Melbourne: Pearson Australia.
	NOTE: **_Assessment Task 3 Course Capabilities Reflection (Portfolio) is due Monday 21 October by 11:55pm_**
Week 12 (starting 21 October) Lecture is 23 October 13:00-15:00 **Tutorial 6**	**Adult Development – A/Prof Carly Johnco** Custom Text Topic 11. Includes: -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 14, pp. 456–458). Melbourne: Pearson Australia. -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 15, pp. 490–494). Melbourne: Pearson Australia. -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 16, pp. 517–530). Melbourne: Pearson Australia. -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 17, pp. 571–574). Melbourne: Pearson Australia.
Week 13 (starting 30 October) Lecture is 1 November 13:00-15:00	**Adult Development and Death and Dying – A/Prof Carly Johnco** Custom Text Topic 12. Includes: -Peterson, C. (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed., Ch 18, pp. 580–612). Melbourne: Pearson Australia.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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 Advocacy provides independent advice on MQ policies, procedures, and processes

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 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.

Another dimension of professionalism is having respect for your peers. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2024.02 of the Handbook