



PSYU3339

Advanced Topics in Developmental Psychology

Session 1, Online-scheduled-In person assessment, North Ryde 2025

School of Psychological Sciences

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General Information

Unit convenor and teaching staff

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Lecturer

Josephine Paparo

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Credit points

10

Prerequisites

20cp at 2000 level including (PSY235 or PSYU2235 or PSYX235 or PSYX2235)

Corequisites

Co-badged status

Unit description

This unit builds upon core developmental psychology material presented at second year, and explores advanced issues related to human development in applied contexts. There is an emphasis on theories and processes relevant to psychological development particularly in childhood and adolescence, as well as consideration of implications of social and cognitive development for public policy. Within this unit, you will engage in a critical appraisal of contemporary research findings and current issues affecting psychological development and apply these findings to everyday life.

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: Demonstrate research-informed self-directed pursuit of scholarly inquiry to analyse, critique, and discuss topics of and research relating to advanced developmental psychology (Capability 1: Scientist and Scholar).

ULO2: Demonstrate ethical application of principles and evidence of developmental psychology for positive impact, through related intervention strategies and in a range of

different contexts (Capability 2: Practitioner).

ULO3: Apply an understanding of individual differences in human development as they vary across diverse contexts and peoples (Capability 3: Citizen).

ULO4: Demonstrate and apply critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the development literature (Capability 3: Citizen).

ULO5: Communicate effectively through a combination of written and oral modes and demonstrate effective interpersonal collaboration skills (Capability 4: Professional).

Assessment Tasks

Name	Weighting	Hurdle	Due
Final exam	45%	No	Exam Period
Essay	40%	No	11/04/2025
Group presentation	15%	No	8th April - 29th April

Final exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 40 hours

Due: **Exam Period**

Weighting: **45%**

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

On successful completion you will be able to:

- Demonstrate research-informed self-directed pursuit of scholarly inquiry to analyse, critique, and discuss topics of and research relating to advanced developmental psychology (Capability 1: Scientist and Scholar).
- Demonstrate ethical application of principles and evidence of developmental psychology for positive impact, through related intervention strategies and in a range of different contexts (Capability 2: Practitioner).
- Apply an understanding of individual differences in human development as they vary across diverse contexts and peoples (Capability 3: Citizen).
- Demonstrate and apply critical and creative thinking, sceptical inquiry, and the scientific

approach to understand conflicting positions in the development literature (Capability 3: Citizen).

- Communicate effectively through a combination of written and oral modes and demonstrate effective interpersonal collaboration skills (Capability 4: Professional).

Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **11/04/2025**

Weighting: **40%**

You will complete an essay that critically appraises the contemporary empirical and policy-related literature

On successful completion you will be able to:

- Demonstrate research-informed self-directed pursuit of scholarly inquiry to analyse, critique, and discuss topics of and research relating to advanced developmental psychology (Capability 1: Scientist and Scholar).
- Demonstrate ethical application of principles and evidence of developmental psychology for positive impact, through related intervention strategies and in a range of different contexts (Capability 2: Practitioner).
- Apply an understanding of individual differences in human development as they vary across diverse contexts and peoples (Capability 3: Citizen).
- Communicate effectively through a combination of written and oral modes and demonstrate effective interpersonal collaboration skills (Capability 4: Professional).

Group presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 14 hours

Due: **8th April - 29th April**

Weighting: **15%**

Within a group, you will debate perspectives of a particular topic relevant to children and adolescents.

On successful completion you will be able to:

- Demonstrate research-informed self-directed pursuit of scholarly inquiry to analyse, critique, and discuss topics of and research relating to advanced developmental psychology (Capability 1: Scientist and Scholar).
- Demonstrate ethical application of principles and evidence of developmental psychology for positive impact, through related intervention strategies and in a range of different contexts (Capability 2: Practitioner).
- Apply an understanding of individual differences in human development as they vary across diverse contexts and peoples (Capability 3: Citizen).
- Demonstrate and apply critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the development literature (Capability 3: Citizen).
- Communicate effectively through a combination of written and oral modes and demonstrate effective interpersonal collaboration skills (Capability 4: Professional).

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 online and face-to-face learning activities, including online lectures, powerpoint slides and online/face-to-face tutorials. Details can be found on the iLearn site for this unit.

Recommended Readings

Readings are provided for each lecture on PowerPoint slides

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

	Topic/Theme	Learning Activities
Week 1	Introduction to the Unit	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 2	The Family - I	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 3	The Family - II	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 4	Neuropsychobiological Issues - I	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 5	Neuropsychobiological Issues - II	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 6	Child Abuse and Neglect	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 7	Child Sexual Abuse	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 8	Aggression and Bullying	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 9	Peers and Social Media	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 10	Moral Development and Criminal Responsibility	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 11	Prosocial Development	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 12	Gender Development	Learning Outcomes: 1 to 10 as stated in the Unit Outline.
Week 13	Overview and Exam Preparation	Learning Outcomes: 1 to 10 as stated in the Unit Outline.

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 connect.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 the [Service Connect Portal](#), 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.

SECTION 7: 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.

SECTION 8: 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.

Unit information based on version 2025.05 of the [Handbook](#)