



PSYU2235

Developmental Psychology

Session 2, In person-scheduled-weekday, North Ryde 2026

School of Psychological Sciences

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

60cp at 1000 level or above including (PSYU1101 or PSYX1101 or PSYU1104 or PSYX1104)
AND (PSYU1102 or PSYX1102 or PSYU1105 or PSYX1105)

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 and 129).

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.

All extensions need to be formally requested via [MQ Service Connect](#) in line with the special consideration policy.

The final examination for this unit will occur on Macquarie University campus. Students are expected to make themselves available for the final examination, 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

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.

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

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Literature Review	40%	No	21/09/2026	Individual	Yes	Open
Presentation	20%	No	24/08/2026	Individual	No	Observed
Final Examination	40%	No	During the final examination period	Individual	No	Observed

Literature Review

Assessment Type ¹: Written Submission

Indicative Time on Task ²: 35 hours

Due: **21/09/2026**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

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 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).

Presentation

Assessment Type ¹: Presentation task

Indicative Time on Task ²: 16 hours

Due: **24/08/2026**

Weighting: **20%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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).

Final Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 35 hours

Due: **During the final examination period**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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).

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of learning activities, including lectures and tutorials, as well as readings and videos.

Students can enroll in either an on-campus lecture (space permitting) or access an online/live-streamed lecture via Echo360. Fortnightly tutorial classes are held on campus only and commence in Week 3. Please attend your scheduled tutorial class time.

Please note students should not attend on-campus classes if they are unwell or have any cold and flu-like symptoms.

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

Readings

Please note week-to-week lecture readings are prescribed for this unit. It is recommended that students read these following the lecture. These are freely available to all students via [Leganto](#). Please see iLearn for more information.

There is no required textbook for this unit, however, links to useful texts for students wishing for more information regarding lecture topics are also provided via [Leganto](#).

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 Lecture is 30 July 09:00-11:00 No Tutorial	Introduction to the Unit and Overview of theory – A/Prof Josephine Paparo <i>Reading:</i> Nil
Week 2 Lecture is 6 August 09:00-11:00 No Tutorial	Prenatal Development, Genes, and Environment – A/Prof Josephine Paparo <i>Reading:</i> Faa et al. (2024)
Week 3 Lecture is 13 August 09:00-11:00 Tutorial 1	Birth, Motor and Perceptual Development – A/Prof Josephine Paparo <i>Reading:</i> Mottram et al. (2025)
MODULE 2 COGNITIVE DEVELOPMENT	

Week 4 Lecture is 20 August 09:00-11:00 No Tutorial	Cognitive Development A – A/Prof Josephine Paparo <i>Reading:</i> Cerovac & Keane (2025)
<u>NOTE:</u> Assessment Task 1 Presentation (3-minute Pitch) is due Monday 24 August by 11:55pm	
Week 5 Lecture is 27 August 09:00-11:00 Tutorial 2	Cognitive Development B – Prof Wayne Warburton <i>Reading:</i> Siegler (1989)
MODULE 3 SOCIAL AND EMOTIONAL DEVELOPMENT IN A FAMILY CONTEXT	
Week 6 Lecture is 3 September 09:00-11:00 No Tutorial	Temperament and Emotion Regulation – A/Prof Josephine Paparo <i>Reading:</i> Coyne et al. (2021)
Week 7 Lecture is 10 September 09:00-11:00 Tutorial 3	Attachment and Emotion Regulation – A/Prof Josephine Paparo <i>Reading:</i> Cibralic et al. (2025)
Week 8 Lecture is 17 September 09:00-11:00 No Tutorial	Contexts for Development: Parenting, Siblings, Families – A/Prof Josephine Paparo <i>Reading:</i> Langsford (2022)
<u>NOTE:</u> Assessment Task 2 Literature Review is due Monday 21 September by 11:55pm	
Mid-Session Break 21 September – 4 October	
MODULE 4 GENDER AND MORAL DEVELOPMENT	
Week 9 Lecture is 8 October 09:00-11:00 Tutorial 4	Gender Development – A/Prof Josephine Paparo <i>Reading:</i> Jackson & Bussey (2023)

Week 10 Lecture is 15 October 09:00-11:00 No Tutorial	Moral Development – A/Prof Josephine Paparo <i>Reading:</i> Bussey et al. (2024)
MODULE 5 ADOLESCENT AND EARLY ADULT DEVELOPMENT	
Week 11 Lecture is 22 October 09:00-11:00 Tutorial 5	Adolescent and Early Adult Development – Prof Wayne Warburton <i>Reading:</i> Casey et al. (2008)
Week 12 Lecture is 29 October 09:00-11:00 No Tutorial	Adult Development – A/Prof Carly Johnco <i>Reading:</i> Johnco et al. (2024)
Week 13 Lecture is 5 November 09:00-11:00 Tutorial 6	Adult Development and Death and Dying – A/Prof Josephine Paparo <i>Reading:</i> McGrath & Phillips (2008)

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>).

[du.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/>

Academic Success

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

- [Ask a Study Coach](#)
- [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 <https://students.mq.edu.au/support/technology/service-desk>.

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.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

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.

Unit information based on version 2026.06 of the [Handbook](#)