PSYC3206 –
Developmental Psychology

Unit of Study Code: PSYC3206

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Format of Unit:
2 x 1 hour lectures/week x 13 weeks
1 x 1 hour tutorial/week x 12 weeks
Tutorial sizes: maximum of 20 students per group

Credit Point Value: 4 Credit Points

Qualifying: 8 credit points of Intermediate Psychology

Assessment:
Classwork:
35% of the total mark
Report–2000 words, Child study
Due Date: Week 7, Tuesday 26 April

Examination:
65% of the total mark
Multiple Choice and Essay questions

Evaluation of teaching and learning:
Date: week 13 of semester
Type: CTL General Student Feedback Questionnaire

Unit of study general description:
PSYC 3206 examines the theoretical bases of human development and selected issues within Developmental Psychology. In the first part of the unit the major issues/controversies in Developmental Theory are examined in relation to a number of the more influential theoretical approaches. Students are expected to gain an understanding of the main theoretical influences upon current developmental research and to be able to compare and contrast theories of development. Theories of cognitive development will be examined in somewhat more depth.
The second part of the unit introduces students to a range of issues in selected areas of contemporary Developmental Psychology. Students are expected to gain knowledge of these areas, and to develop a critical approach to the analysis of current research and theoretical issues.

The tutorial program will include practical exercises where students will be expected to collect data on children of various ages. One such exercise will be the topic of the report due in week 7.

**Unit outline**

**Theoretical Bases of Development**
1. Theories of Cognitive Development - Piagetian approach, information processing approach
2. Issues and theories in Developmental Psychology - Normative-Descriptive approach; Learning Theory applied to development; Erikson's Psychosocial Theory; Kohlberg's cognitive theory of moral development; Vygotsky's Contextual approach; The ethological approach.

**Developmental Issues**
1. Motor development and response control
2. Development of 'executive function'
3. Social Development: Attachment and social cognition
4. Social development: Gender identity and gender role
5. The child in the legal system

**Teaching outcomes:**
(1) Ability to describe, explain and evaluate major issues and controversies that distinguish various theoretical approaches to Developmental Psychology.
(2) Ability to describe, explain and evaluate each of a number of theoretical approaches to Developmental Psychology and to critically compare and contrast these approaches.
(3) Ability to describe, explain and evaluate theories of cognitive development and the research evidence cited as support for these theoretical approaches.
(4) Ability to describe, explain, evaluate and apply theoretical models and research studies relevant to social development in the areas of attachment, social cognition, gender identity and gender role.
(5) Ability to describe, explain, evaluate and apply theoretical models and research studies relevant to examination of children in the legal system.
(6) Ability to describe, explain, evaluate and apply theoretical models and research studies relevant to motor development.
(7) Ability to describe, explain, evaluate and apply theoretical models and research studies relevant to the development of response inhibition and other 'executive function'.

**Evidence of learning:**
Assessment will take the form of: (1) an examination consisting of a multiple-choice section and written answers that will cover the full range of teaching outcomes and (2) a written report of a child study.
TIMETABLE

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<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Theories of Cognitive Development&lt;br&gt;2. Theories of Cognitive Development</td>
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<td>2</td>
<td>3. Theories of Cognitive Development&lt;br&gt;4. Theories of Cognitive Development</td>
<td>Cognitive Theory – Piaget&lt;br&gt;(discuss report)</td>
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<td>3</td>
<td>5. Theories of Cognitive Development&lt;br&gt;6. Issues in Developmental Theory</td>
<td>Cognitive development</td>
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<td>4</td>
<td>7. Theories of Development&lt;br&gt;8. Theories of Development</td>
<td>Developmental theory&lt;br&gt;And research</td>
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<td>5</td>
<td>9. Theories of Development&lt;br&gt;10. Theories of Development</td>
<td>Theory &amp; research in child development</td>
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<td>6</td>
<td>11. Theories of Development&lt;br&gt;12. Theories of Development</td>
<td>Theories of moral development</td>
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<td>9</td>
<td>17. Development of 'executive function'&lt;br&gt;18. Development of 'executive function'</td>
<td>Development of Executive Function</td>
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<td>10</td>
<td>19. Social-emotional development&lt;br&gt;20. Social-emotional development</td>
<td>Attachment</td>
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<td>11</td>
<td>21. Social-emotional development&lt;br&gt;22. Social-emotional development</td>
<td>Gender</td>
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<td>12</td>
<td>23. Children in the legal system&lt;br&gt;24. Children in the legal system</td>
<td>Child testimony</td>
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<td>13</td>
<td>25. Children in the legal system&lt;br&gt;26. Children in the legal system</td>
<td>Exam revision</td>
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TEXT

There is no set text.

RECOMMENDED READING