### PSYC3016 – Developmental Psychology

**Unit of Study Code:** PSYC3016  
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**Format of Unit:**  
- 2 x 1 hour lectures/week x 13 weeks  
- 1 x 2 hour tutorial/week x 10 weeks  
**Credit Point Value:** 6 Credit Points  
**Prerequisites:** Intermediate Psychology units including  
PSYC (2013 or 2113) and at least one other Intermediate Psychology unit from PSYC (2011 or 2111), (2012 or 2112) and (2014 or 2114).  
**Assessment:**  
Classwork:  
- 35% of the total mark  
- Report – 2000 words, Child study  
- Date: Week 7, Friday 28 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 3016 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.

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University of Sydney - Administrative Guidelines & Syllabus, Senior Psychology, 2006 page 25
Unit outline

**Theoretical Bases of Development**
1. 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.
2. Theories of Cognitive Development - Piagetian approach, information processing approach.

**Developmental Issues**
1. Social Development: Attachment and social cognition
2. Social development: Gender identity and gender role
3. The child in the legal system
4. Development of motor ability, kinaesthesia and haptic perception
5. Development of 'executive function'.

**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**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
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| 1    | 1. Issues in developmental theory  
2. Theories of development | No meeting                      |
| 2    | 3. Theories of development  
4. Theories of development | Developmental research methods  
Discussion report            |
| 3    | 5. Theories of development  
6. Theories of developmental | Developmental theory            |
| 4    | 7. Theories of cognitive development  
8. Theories of cognitive development | Theories of moral development |
| 5    | 9. Theories of cognitive development  
10. Theories of cognitive development | Piaget's theory of cognitive development |
| 6    | 11. Theories of cognitive development  
12. Social-emotional development  | Memory development               |
| 7    | 13. nil (ANZAAC day)  
14. Social-emotional development | No meeting                      |
| 8    | 15. Social-emotional development  
16. Children in the legal system | Gender development               |
| 9    | 17. Children in the legal system  
18. Children in the legal system | Attachment/temperament          |
| 10   | 19. Children in the legal system  
20. Motor development | Children's testimony            |
| 11   | 21. Motor development  
22. Motor development | Motor development               |
| 12   | 23. Motor development  
24. Motor development | Development of executive function |
| 13   | 25. Development of executive function  
26. Development of executive function | No meeting                      |

**TEXT**


**RECOMMENDED READING**


University of Sydney - Administrative Guidelines & Syllabus, Senior Psychology, 2006 page 27