PSYC3016 – Developmental Psychology

**Unit of Study Code:** PSYC3016

**Coordinator:**
Dr Pauline Howie  
Office: Room 423 Brennan MacCallum Building  
Phone: 9351 2001  
E-mail: paulineh@psych.usyd.edu.au

**Other Teaching Staff:**
Dr David Livesey  
Office: Room 421 Brennan MacCallum Building  
Phone: 9351 3120  
E-mail: davidl@psych.usyd.edu.au

**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  
Due Date: Week 9, Monday 7 May

**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 conduct observations of children in real-life and/or on video, and plan appropriate methods to collect developmental data. Students will be required to collect data on a young child for Child Study Report due in week 8.

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’
6. The effects of early experience upon development.

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>
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<th>Lecture</th>
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University of Sydney – Syllabus of Senior Psychology 3, 2007
TEXT


RECOMMENDED READING