# PSYC3016 – Developmental Psychology

**Unit of Study Code:** PSYC3016

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

**Other Teaching Staff:**  
Assoc. Prof. 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, 5 May

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

**Evaluation of teaching and learning:** Not scheduled for 2008

Sydney: Pearson Education Australia

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. The child in the legal system
2. Development of motor ability, kinaesthesia and haptic perception
3. The effects of early experience on development.
4. Development of response inhibition and executive function
5. Social Development: Attachment
6. Social development: Gender identity and gender role

Assessment will take the form of: (1) an examination consisting of a multiple-choice section and written essay answers and (2) a written report of a child study

Teaching outcomes

Graduate Attributes and Student Learning Outcomes for Developmental Psychology (PSYC 3016)

This course aims to develop the graduate attributes associated with the scientist-practitioner model, which forms the basis for training of psychologists in Australia and internationally. Graduate attributes describe the generic skills, abilities and qualities that university students should acquire. The School of Psychology is committed to providing an environment that promotes specific skills that are relevant to careers in psychology, as well as more general skills that will be useful beyond psychology. The following attributes and learning outcomes will be developed through lectures and tutorials and assessed in the child study report and the final examination.

1: Knowledge and Understanding of Developmental Psychology

Display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in Developmental Psychology

Student learning outcomes: The ability to describe and evaluate

i. The major issues and controversies that distinguish various theoretical approaches to Developmental Psychology

ii. Theory and research relevant to development in the areas of cognitive development, motor development, social-emotional development, gender identity development, the effects of early experience on development, and the development of response inhibition and other executive functions

iii. The application of theory and research to real-world problems (e.g., management of Developmental Coordination Disorder; management and assistance of children in the legal system)
2: Research Methods in Developmental Psychology
Understand, apply and evaluate basic research methods in Developmental Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:
i. To develop a critical understanding of the major methods of research
ii. To critically assess the major research findings in these areas.
iii. To conduct and interpret statistical analyses.
iv. Use basic web-search, word-processing, database, and data analysis programs.
v. Ability to design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

3: Critical Thinking Skills
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach

Student learning outcomes:
i. Develop an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement
ii. Evaluate the quality of information, including differentiating empirical evidence from speculation
iii. Evaluate issues and behaviour using different theoretical and methodological approaches
iv. Use reasoning and evidence to recognise, develop, defend, and criticise arguments

4: Values
Value empirical evidence; act ethically and professionally; understand sociocultural diversity

Student learning outcomes:
i. Recognise and respect social, cultural, linguistic, spiritual and gender diversity
ii. Use information ethically (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
iii. Understand that prejudicial attitudes and discriminatory behaviours might exist in self and others.
iv. Recognise and promote ethical practice in research.
v. Promote evidence-based approaches to understanding behaviour.

5: Communication Skills in Developmental Psychology
Communicate effectively in a variety of formats and in a variety of contexts

Student learning outcomes:
i. Ability to write a standard research report using American Psychological Association (APA) structure and formatting conventions.
ii. Write effectively in a variety of formats (e.g., essays, research proposals, reports) and purposes (e.g., informing, arguing).
iii. Demonstrate effective oral communication skills in various contexts (e.g., debate, group discussion, presentation).
iv. Collaborate effectively (work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically)

6: Learning and the Application of Developmental Psychology
Understand and apply psychological principles to personal and social issues.

Student learning outcomes:
i. awareness of the applications of developmental theories and research
ii. ability to apply psychological concepts, theories, and research to solve problems in everyday life and in society.
### Lecture and Tutorial Schedule 2008

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 (4/3)</td>
<td>Cognitive development 1</td>
<td>Howie</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td></td>
<td>2 (6/3)</td>
<td>Cognitive development 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3 (11/3)</td>
<td>Cognitive development 3</td>
<td>Howie</td>
<td>Piaget’s theory</td>
</tr>
<tr>
<td></td>
<td>4 (13/3)</td>
<td>Cognitive development 4</td>
<td></td>
<td>Film “Testing Piaget’s theory” Discussion of Child Study Report</td>
</tr>
<tr>
<td>3</td>
<td>5 (18/3)</td>
<td>Cognitive development 5</td>
<td>Howie</td>
<td>Memory development</td>
</tr>
<tr>
<td></td>
<td>6 (20/3)</td>
<td>Developmental theories &amp; issues 1</td>
<td>Livesey</td>
<td>Child study report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EASTER BREAK (21/3 – 31/3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7 (1/4)</td>
<td>Developmental theories &amp; issues 2</td>
<td>Livesey</td>
<td>Comparing developmental theories</td>
</tr>
<tr>
<td></td>
<td>8 (3/4)</td>
<td>Developmental theories &amp; issues 3</td>
<td></td>
<td>Film: “Moral Development”</td>
</tr>
<tr>
<td>5</td>
<td>9 (8/4)</td>
<td>Developmental theories &amp; issues 4</td>
<td>Livesey</td>
<td>Developmental research methods;</td>
</tr>
<tr>
<td></td>
<td>10 (10/4)</td>
<td>Children in the legal system 1</td>
<td>Howie</td>
<td>Standardised tests vs other methods</td>
</tr>
<tr>
<td>6</td>
<td>11 (15/4)</td>
<td>Children in the legal system 2</td>
<td>Howie</td>
<td>Children’s testimony</td>
</tr>
<tr>
<td></td>
<td>12 (17/4)</td>
<td>Children in the legal system 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>13 (22/4)</td>
<td>Children in the legal system 4</td>
<td>Howie</td>
<td>Assessing motor development</td>
</tr>
<tr>
<td></td>
<td>14 (24/4)</td>
<td>Motor development 1</td>
<td>Livesey</td>
<td>Film “Administering the MABC” Discussion of report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EASTER BREAK (21/3 – 31/3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>15 (29/4)</td>
<td>Motor development 2</td>
<td>Livesey</td>
<td>NO TUTORIAL: Consultation available</td>
</tr>
<tr>
<td></td>
<td>16 (1/5)</td>
<td>Motor development 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>17 (6/5)</td>
<td>Motor development 4</td>
<td>Livesey</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td></td>
<td>18 (8/5)</td>
<td>Development of Executive Function 1</td>
<td></td>
<td>Report due this week: Mon 5 May</td>
</tr>
<tr>
<td>10</td>
<td>19 (13/5)</td>
<td>Development of Executive Function 2</td>
<td>Livesey</td>
<td>Development of Kinaesthetic ability</td>
</tr>
<tr>
<td></td>
<td>20 (15/5)</td>
<td>Effects of Early Experience 1</td>
<td></td>
<td>Film “The man who lost his body”</td>
</tr>
<tr>
<td>11</td>
<td>21 (20/5)</td>
<td>Effects of Early Experience 2</td>
<td>Livesey</td>
<td>Development of executive function</td>
</tr>
<tr>
<td></td>
<td>22 (22/5)</td>
<td>Effects of Early Experience 3</td>
<td></td>
<td>Early experience Film “Early Enrichment”</td>
</tr>
<tr>
<td>12</td>
<td>23 (27/5)</td>
<td>Social-emotional Development 1 (Attachment)</td>
<td>Howie</td>
<td>Effects of early experience:</td>
</tr>
<tr>
<td></td>
<td>24 (29/5)</td>
<td>Social-emotional Development 2</td>
<td></td>
<td>i. Early cognitive intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ii. Impact of attachment on development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Film “Social &amp; Emotional Development”</td>
</tr>
<tr>
<td>13</td>
<td>25 (3/6)</td>
<td>Social-emotional Development 3 (Gender)</td>
<td>Howie</td>
<td>Gender role and identity</td>
</tr>
<tr>
<td></td>
<td>26 (5/6)</td>
<td>Social-emotional Development 4 (Gender)</td>
<td></td>
<td>Film “Gender development” Exam requirements</td>
</tr>
</tbody>
</table>