PSYC3016 – Developmental Psychology

Unit of Study Code: PSYC3016

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Format of Unit: 2 x 1 hour lectures/week x 13 weeks
Monday 2 pm – 3 pm Bosch Lect Theatre 3
Thursday 3 pm – 4 pm New Law School Lecture Theatre 101
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: Mid Semester Break - Monday 27th September 2010

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

TEACHING AND LEARNING COMMITTEE POLICY: ALL written assessments must be submitted online as well as in hard copy to allow implementation of plagiarism detection software.

Text:

Recommended Reading:
Miller, P.H. (2002) Theories of Developmental Psychology, N.Y.: W.H. Freeman. (Earlier editions would also be useful)
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, including motor development, development of response inhibition and executive function, effects of early experience on intellectual and emotional development, development of attachment, development of gender roles and identity, and applied developmental research on children in the legal system. 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 9. There will be tutorial readings required each week. Subgroups of students will be allocated specific areas of focus for their contribution to the discussion each week.

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

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 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. To be able to use basic web-search, word-processing, database, and data analysis programs.
v. To develop the 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 time frames; 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.
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<tr>
<th>Wk</th>
<th>Lecture/ Date</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Tutorials</th>
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<tbody>
<tr>
<td>1</td>
<td>1 (26/7)</td>
<td>Developmental theories &amp; issues 1</td>
<td>Livesey</td>
<td>NO TUTORIAL</td>
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<td>2 (29/7)</td>
<td>Developmental theories &amp; issues 2</td>
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<td>2</td>
<td>3 (2/8)</td>
<td>Developmental theories &amp; issues 3</td>
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<td>1. Motor development/Child study report</td>
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<td>4 (5/8)</td>
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<td>Standardised tests vs other methods</td>
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<td>3</td>
<td>5 (9/8)</td>
<td>Effects of Early Experience 1</td>
<td>Livesey</td>
<td>Comparing developmental theories</td>
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<td>6 (12/8)</td>
<td>Effects of Early Experience 2</td>
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<td>Video: “Moral Development”</td>
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<td>NB: Submit your signed student declaration form for the child study report in this tutorial</td>
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<td>Effects of Early Experience 3</td>
<td>Livesey</td>
<td>Early experience and cognitive development</td>
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<td>Motor development 1</td>
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<td>Video: “Early Enrichment” Discussion of video and research paper</td>
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<td>9 (23/8)</td>
<td>Motor development 2</td>
<td>Livesey</td>
<td>1. Development of Kinaesthetic ability</td>
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<td>10 (26/8)</td>
<td>Motor development 3</td>
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<td>Video: “The Man who Lost his Body”</td>
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<td>2. Discuss report</td>
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<td>6</td>
<td>11 (30/8)</td>
<td>Motor development 4</td>
<td>Livesey</td>
<td>1. Collection of report data</td>
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<td>12 (2/9)</td>
<td>Development of Executive Function 1</td>
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<td>IMPORTANT: BRING YOUR CHILD’S REPORT TEST RESULTS TO THIS WEEK’S TUTORIAL FOR RECORDING!</td>
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<td>NB 5% of your report mark will be</td>
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<td>given for on-time submission of data!</td>
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<td>Group data and summary stats will be posted on WebCT by end of the week</td>
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<td>2. Development of executive function</td>
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<td>Discussion of research paper</td>
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<td>1. Discuss report summary data</td>
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<td>2. Piaget’s theory</td>
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<td>Video: Testing Piaget’s theory</td>
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<td>6 (9/9)</td>
<td>Development of Executive Function 2</td>
<td>Livesey</td>
<td>1. Discuss report summary data</td>
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<td>Cognitive Development 1</td>
<td>Howie</td>
<td>2. Piaget’s theory</td>
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<td>Week</td>
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<td>15 (13/9)</td>
<td>Cognitive Development 2</td>
<td>Howie</td>
<td>Memory development</td>
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<td>Cognitive Development 3</td>
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<td>Discuss reading &amp; class demonstration</td>
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<td>17 (20/9)</td>
<td>Cognitive Development 4</td>
<td>Howie</td>
<td>1. Social-emotional development:</td>
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<td>18 (23/9)</td>
<td>Cognitive Development 5</td>
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<td>Attachment</td>
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<td>Video: Social &amp; Emotional Devt</td>
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<td>Discuss video and reading</td>
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<td>2. Consultation re child study report</td>
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<td>MID SEMESTER BREAK (27/9 – 4/10) Report due Monday 27th September 2010</td>
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<td>10</td>
<td>19 (4/10)</td>
<td>NO LECTURE: Public Holiday</td>
<td>Howie</td>
<td>NO TUTORIAL</td>
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<td>20 (7/10)</td>
<td>Social-emotional Development 1 (Attachment)</td>
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<td>21 (11/10)</td>
<td>Social-emotional Development 2 (Attachment/Gender)</td>
<td>Howie</td>
<td>Gender role &amp; identity</td>
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<td>22 (14/10)</td>
<td>Social-emotional Development 3 (Gender)</td>
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<td>Video: “The Fight to be Male”</td>
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<td>Discuss video and reading</td>
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<td>23 (18/10)</td>
<td>Children in the legal system 1</td>
<td>Howie</td>
<td>Children's testimony</td>
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<td>24 (21/10)</td>
<td>Children in the legal system 2</td>
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<td>Discuss research paper and case study</td>
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<td>Children in the legal system 3</td>
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School of Psychology Plagiarism Policy information for Students

Plagiarism is not permitted

i) Do you know what plagiarism is?
Please refer to the University policy on plagiarism:

ii) The School of Psychology will severely penalise all submitted work that is plagiarised;

iii) The School of Psychology is using software to detect all forms of plagiarism.

PLAGIARISM

More than 50% plagiarised

Unit Coordinator ensures that the student receives no marks for submitted work and requests a resubmission for a mark of zero

Less than 50% plagiarised

Tutor/marker ignores plagiarised section(s) and marks remainder of submitted work, plus 10% penalty
THE UNIVERSITY OF SYDNEY LIBRARY

The University of Sydney Library is a distributed system of libraries with a collection of over 5 million items. Fisher Library has the most resources relevant to Psychology and is located on Eastern Avenue, Camperdown Campus.

http://sydney.edu.au/library

Faculty Liaison Librarian

Your Faculty Liaison Librarian supports the teaching, learning and research needs of staff, students and researchers for the School of Psychology. Contact details are as follows:


Psychology Guide

Includes links to Psychology databases, internet resources, information on tests and more.

http://libguides.library.usyd.edu.au/psychology

Psychology material in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection of required and recommended items on Psychology reading lists. Reading list material can be searched by unit of study or lecturer via the catalogue:

http://opac.library.usyd.edu.au/search/r