PSYC3016 – Developmental Psychology 2011
COURSE OUTLINE

Unit of Study Code: PSYC3016

Coordinator: Assoc. Prof. Pauline Howie
Office: Room 423 Brennan MacCallum Building
Phone: 9351 2001
E-mail: pauline.howie@sydney.edu.au

Other Teaching Staff: Assoc. Prof. David Livesey
Office: Room 421 Brennan MacCallum Building
Phone: 9351 3120
E-mail: david.livesey@sydney.edu.au

Dr Marc de Rosnay
Office: Room 444 Brennan MacCallum Building
Phone: 9351 4528
E-mail: marc.derosnay@sydney.edu.au

Format of Unit: 2 x 1 hour lectures/week x 13 weeks
Monday 2 pm – 3 pm Bosch Lecture Theatre 3
Thursday 3 pm – 4 pm Bosch Lecture Theatre 3
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: 45% of total mark for unit of study
Due 19 August: Child Study Short Answer
Length: 500 words. 10% of total mark for unit of study
Due 26 September: Child Study Report
Length: 2000 words. 35% of the total mark for unit of study
Note: Due date for Child Study Report is in the mid-semester break

Examination: 55% of total mark for unit of study
2-hour exam consisting of multiple choice questions (25% of exam mark) and short answer questions (75% of exam mark)

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.


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. 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; theories of moral development; Vygotsky’s Contextual approach; ethological approach.
2. Theories of Cognitive Development - Piagetian approach, Information processing approach.

Developmental Issues

1. Development of motor ability, kinaesthesis 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 multiple choice and short answer questions (55%); (2) a written report of a child study (35%); and (3) a minor short answer assignment related to the child study report (10%)

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:

1. The major issues and controversies that distinguish various theoretical approaches to Developmental Psychology 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
ii. 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.
INFORMATION PROVIDED BY THE UNIVERSITY OF SYDNEY LIBRARY

http://www.library.usyd.edu.au/

The University of Sydney Library is a distributed system of 14 libraries with a collection of over 5 million items. Fisher Library is located on Eastern Avenue, Camperdown Campus. Fisher Library has the most resources relevant to Psychology. Poppy Prezios is your Psychology Faculty Liaison Librarian. You can find her at Badham Library Ground Floor, Badham Building Science Rd, Camperdown Campus. You can phone her on 0434 606 913 or email at p.prezios@library.usyd.edu.au.

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of the required and recommended items will be here. Details of items required can be located in the catalogue. http://opac.library.usyd.edu.au/search/r

Psychology Guide: Includes links to Psychology databases, internet resources, information on tests and more. http://libguides.library.usyd.edu.au/psychology

Finding items on your reading lists

Your reading lists will contain different styles of citations, depending on the type of publication. The link below will take you to help on finding items on your reading list. http://elearning.library.usyd.edu.au/learn/readinglist/index.php
### Lecture and Tutorial Schedule 2011

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture/Date</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 (25/7)</td>
<td>Cognitive Development 1: Piaget</td>
<td>Howie</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td></td>
<td>2 (28/7)</td>
<td>Cognitive Development 2: Piaget</td>
<td>Howie</td>
<td></td>
</tr>
</tbody>
</table>
| 2  | 3(1/8)       | Cognitive Development 3: Piaget | Howie | Piaget’s theory  
1. Video: “Testing Piaget’s Theory”  
2. Discussion of Child Study Report |
|    | 4 (4/8)      | Developmental theories & issues 1 | de Rosnay | Developmental research methods: Standardised tests vs other methods  
NB: Submit your signed student declaration form for the child study report in this tutorial |
| 3  | 5(8/8)       | Developmental theories & issues 2 | de Rosnay | Comparing developmental theories  
*Child Study Short Answer due this week: Friday 19 August |
|    | 6 (11/8)     | Developmental theories & issues 3 |        | Memory development  
Discuss reading & class demonstration |
| 4  | 7 (15/8)     | Developmental theories & issues 4 | de Rosnay | Early experience and cognitive development  
Video: “Early Enrichment”  
Discussion of video and research paper |
|    | 8 (18/8)     | Cognitive Development 4: Information processing approaches | Howie | 1. Assessing motor development  
Movement Assessment Battery for Children  
2. Development of Kinaesthetic ability  
Video: “The Man who Lost his Body” |
| 5  | 9 (22/8)     | Cognitive Development 5: Information processing approaches | Howie | 1. Development of executive function  
Discussion of research paper  
2. Child Study Report:  
Discuss Report and Short Answer |
|    | 10 (25/8)    | Effects of Early Experience 1 | Livesey | Social-emotional development: Attachment and Temperament  
Video: Social & Emotional Development  
Discuss video and reading |
| 6  | 11 (29/8)    | Effects of Early Experience 2 | Livesey | NO TUTORIAL THIS WEEK  
*Child Study Report due this week: Monday 26 September |
|    | 12 (1/9)     | Effects of Early Experience 3 |        |           |
| 7  | 13 (5/9)     | Motor development 1 | Livesey | 1. Children’s testimony  
Discuss research paper and case study |
|    | 14 (8/9)     | Motor development 2 |        | 2. Exam requirements |
| 8  | 15(12/9)     | Motor development 3 | Livesey | NO TUTORIAL THIS WEEK |
|    | 16 15/9      | Motor Development 4 |        |           |
| 9  | 17 (19/9)    | Development of Executive Function 1 | Livesey |           |
|    | 18 (22/9)    | Development of Executive Function 2 |        |           |
| 10 | 19 (3/10)    | NO LECTURE: Public Holiday | Howie |           |
|    | 20 (6/10)    | Social-emotional Development 1 (Attachment) | Howie |           |
| 11 | 21 (10/10)   | Social-emotional Development 2 (Attachment/Gender) | Howie | Gender role & identity  
Video: “The Fight to be Male”  
Discuss video and reading |
|    | 22 (13/10)   | Social-emotional Development 3 (Gender) |        |           |
| 12 | 23 (17/10)   | Children in the legal system 1 | Howie | 1. Children’s testimony  
Discuss research paper and case study |
|    | 24 (20/10)   | Children in the legal system 2 |        | 2. Exam requirements |
| 13 | 25 (24/10)   | Children in the legal system 3 | Howie | NO TUTORIAL THIS WEEK |
|    | 26 (27/10)   | Children in the legal system 4 |        |           |
School of Psychology Plagiarism Policy information for Students

Plagiarism is not permitted

i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism:


ii) The School of Psychology will 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
Research and resource support for Psychology students

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher Library is located on Eastern Ave, Camperdown campus. We also have loads available online – find us at sydney.edu.au/library/

You can contact your Psychology Faculty Liaison Librarian at library.psychology@sydney.edu.au. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus. You can phone 91141292 or send an email psychology.library@sydney.edu.au

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of your required and recommended items will be here. Details of these can are located in the catalogue, you search for these at http://opac.library.usyd.edu.au/search/r

Psychology subject guide

There is a comprehensive subject guide that includes links to psychology databases, internet resources, information on tests and measurements and more. Take a look at http://libguides.library.usyd.edu.au/psychology

Need a refresher after the long vacation?

Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing. http://www.library.usyd.edu.au/skills/