

# PSYC3016

## Developmental Psychology

<b>Unit of Study Code:</b>	PSYC3016
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<b>Other Teaching Staff:</b>	Assoc. Prof. David Livesey Office: Room 421 Brennan MacCallum Building Phone: 9351 3120 E-mail: <a href="mailto:davidl@psych.usyd.edu.au">davidl@psych.usyd.edu.au</a>
<b>Format of Unit:</b>	2 x 1 hour lectures/week x 13 weeks • General Lecture Theatre N205 Tues 12 noon - 1 pm • Bosch Lect Theatre 2 Thursday 10 am - 11 am 1 x 2 hour tutorial/week x 10 weeks
<b>Credit Point Value:</b>	6 Credit Points
<b>Prerequisites:</b>	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).
<b>Assessment:</b>	<b>Classwork:</b> 35% of the total mark Report-2000 words, Child study Due Date: Week 8, FRIDAY 1 <sup>st</sup> May 2009  <b>Examination:</b> 65% of the total mark Multiple Choice and Essay questions
<b>TEACHING AND LEARNING COMMITTEE POLICY:</b>	<b>ALL written assessments must be submitted online as well as in hard copy to allow implementation of plagiarism detection software.</b>
<b>Text:</b>	White, F., Hayes, B. & Livesey, D. (2005) <i>Developmental Psychology</i> . Sydney: Pearson Education Australia
<b>Recommended Reading:</b>	Berk, L. (2003) <i>Child development</i> (6th Edn.) Boston: Allyn & Bacon Miller, P.H. (2002) <i>Theories of Developmental Psychology</i> , N.Y.: W.H. Freeman.

## **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 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. 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.

## School of Psychology Plagiarism Policy information for Students

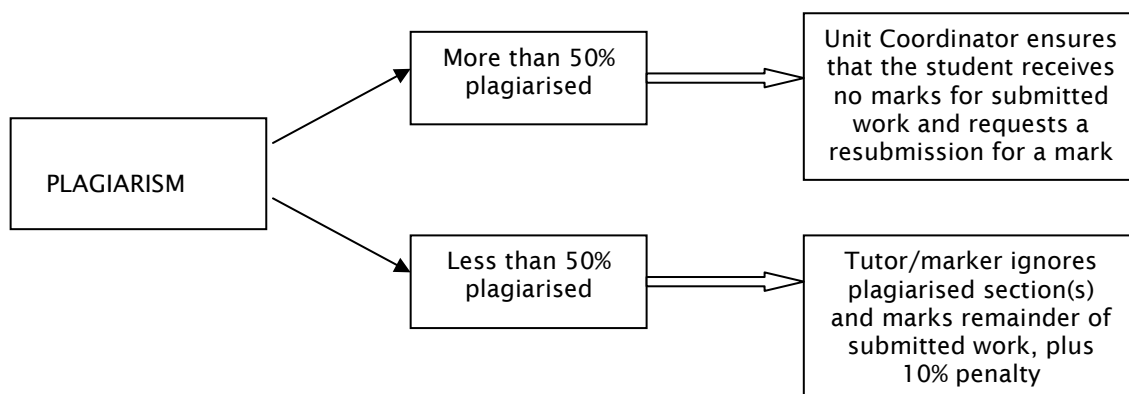
**Plagiarism is not permitted**

i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism:  
<http://www.usyd.edu.au/senate/policies/Plagiarism.pdf>

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.



## Lecture and Tutorial Schedule 2009

Wk	Lecture / Date	Topic	Lecturer	Tutorials
1	1 (3/3)	Cognitive development 1	Howie	NO TUTORIAL
	2 (5/3)	Cognitive development 2		
2	3 (10/3)	Cognitive development 3	Howie	<b>Piaget's theory</b> Video "Testing Piaget's theory" Discussion of Child Study Report
	4 (12/3)	Cognitive development 4		
3	5 (17/3)	Cognitive development 5	Howie	<b>Memory development</b> Discuss reading & class demonstration
	6 (19/3)	Developmental theories & issues 1	Livesey	
4	7 (24/3)	Developmental theories & issues 2	Livesey	<b>Comparing developmental theories</b> Video: "Moral Development"
	8 (26/3)	Developmental theories & issues 3		
5	9 (31/3)	Developmental theories & issues 4	Livesey	<b>Developmental research methods:</b> Standardised tests vs other methods
	10 (2/4)	Motor development 1		
6	11 (7/4)	Motor development 2	Livesey	<b>Assessing motor development</b> Video: "Administering the MABC"
	12 (9/4)	Motor development 3		
<b>EASTER BREAK (10/4 - 19/4)</b>				
7	13 (21/4)	Motor development 4	Livesey	<b>Development of Kinaesthetic ability</b> Video: "The Man who Lost his Body"
	14 (23/4)	Development of Executive Function 1		
8	15(28/4)	Development of Executive Function 2	Livesey	<b>NO TUTORIAL:</b> Consultation available *Report due this week: Friday 1 <sup>st</sup> May
	16 (30/4)	Effects of Early Experience 1		
9	17 (5/5)	Effects of Early Experience 2	Livesey	<b>Development of executive function</b> Discussion of research paper  <b>Effects of early experience on cognitive development: Early intervention</b> Video: "Early Enrichment"
	18 (7/5)	Effects of Early Experience 3		
10	19 (12/5)	Social-emotional Development 1 (Attachment)	Howie	<b>Effects of early experience on cognitive development: Early intervention (cont.)</b> Discussion of Week 9 video  <b>Early experience and social-emotional development: Attachment</b> Video: "Social & Emotional Development"
	20 (14/5)	Social-emotional Development 2 (Attachment)		
11	21 (19/5)	Social-emotional Development 3 (Gender)	Howie	<b>Gender role &amp; identity</b> Video: "The Fight to be Male"
	22 (21/5)	Social-emotional Development 4 (Gender)		

12	23 (26/5)	Children in the legal system 1	Howie	<b>Children's testimony</b> Discuss research paper and case study <b>Exam requirements</b>
	24 (28/5)	Children in the legal system 2		
13	25 (2/6)	Children in the legal system 3	Howie	NO TUTORIAL
	26 (4/6)	Children in the legal system 4		

## **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](mailto: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>