



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

### Description: Developmental Psychology

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PSY	2030	90250	2, 2009	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOSCI
<b>Academic org:</b>	FOS005
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	090701

### STAFFING

Examiner: Majella Albion  
Moderator: Andrea Lamont-Mills

### OTHER REQUISITES

Recommended Pre-requisite: PSY1010

### RATIONALE

A life-span developmental perspective is an important component of the discipline of psychology and provides a background understanding of human functioning which must be considered by researchers and practitioners working in all areas of the discipline.

### SYNOPSIS

The three goals of developmental psychology are to describe, explain, and optimise human development. This course aims to provide students with the knowledge necessary to achieve these goals. This course takes a life-span approach, introducing students to essential theories and methodologies employed in developmental study, as well as the characteristics and major developmental tasks of individuals at each phase of the life span: prenatal, birth, infancy, toddlerhood, childhood, adolescence, adulthood and the final phase of dying and death.

### OBJECTIVES

On completion of this course students will be able to demonstrate:

1. an understanding of the importance of studying development over the life span (Activity Book, Exam, CMA's);
2. an understanding of the meaning and importance of age, and important concepts and themes in the study of development (Activity Book, Exam, CMA's);
3. an understanding of the goals of life-span developmental psychology (Activity Book, Exam, CMA's);
4. knowledge of the major research methods and research designs used in the study of life-span development (Activity Book, Exam, CMA's);

5. knowledge of the theories of life-span development, and the major theorists (Activity Book, Exam, CMA's);
6. knowledge of the basic principles and processes of heredity (Exam, CMA's);
7. knowledge of prenatal development, and the birth process (Activity Book, Exam, CMA's);
8. knowledge of important aspects of the biological, cognitive, personality and social development that takes place within the age strata of infancy, toddlerhood, early childhood, middle childhood, adolescence, early adulthood, middle adulthood and late adulthood (Activity Book, Exam, CMA's);
9. an understanding of death as the final phase in life (Exam, CMA's).

## TOPICS

Description	Weighting (%)
1. Introduction to life-span developmental psychology.	5.00
2. Methods, research designs, theories, and unifying themes in the study of life-span development.	5.00
3. Heredity and development, development before birth, and the birth process.	10.00
4. Biological, cognitive, personality and social development during infancy.	10.00
5. Development of language during the toddler years.	5.00
6. Cognitive and social development during early childhood.	10.00
7. Social development in middle childhood.	10.00
8. Emotional and cognitive development in middle childhood.	5.00
9. Physical and cognitive development during adolescence.	5.00
10. Social and personality development, and development of identity, during adolescence.	10.00
11. Early adulthood: Developing through love and work.	5.00
12. Career and social development during middle adulthood.	10.00
13. Biological, cognitive, social and personality development during the late adult years.	5.00
14. Death as the final phase in life.	5.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Peterson, C 2004, *Looking forward through the lifespan: Developmental psychology*, 4th edn, Prentice Hall, Sydney.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

There are a number of useful references on child and life-span development in the USQ library.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	70.00
Directed Study	60.00
Examinations	2.00
Private Study	35.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
TEST 1	1.00	1.00	07 Aug 2009
TEST 2	1.00	1.00	14 Aug 2009
TEST 3	1.00	1.00	21 Aug 2009
TEST 4	1.00	1.00	28 Aug 2009
TEST 5	1.00	1.00	04 Sep 2009
TEST 6	1.00	1.00	11 Sep 2009
ACTIVITY BOOK	40.00	40.00	08 Oct 2009
TEST 7	1.00	1.00	09 Oct 2009
TEST 8	1.00	1.00	16 Oct 2009
TEST 9	1.00	1.00	23 Oct 2009
TEST 10	1.00	1.00	30 Oct 2009
2HR CLOSED (M/C) EXAM	80.00	50.00	END S2 (see note 1)

### NOTES

1. Examination dates will be available during the semester. Please refer to the examination timetable when published.

## IMPORTANT ASSESSMENT INFORMATION

### 1 Attendance requirements:

There are no attendance requirements for this course although regular participation in the online discussion groups is highly recommended. Further, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise

- their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an assessment item a student must achieve at least 50% of the marks. Students do not have to satisfactorily complete each assessment item to be awarded a passing grade in this course. Refer to Statement 4 below for the requirements to receive a passing grade in this course.
  - 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late. Assignments submitted 11+ days late will receive a zero (0) mark.
  - 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
  - 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks (or grades) obtained for each of the summative assessment items in the course.
  - 6 Examination information:  
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.
  - 7 Examination period when Deferred/Supplementary examinations will be held:  
Any deferred examinations for this course will be held during the exam period at the end of the following semester.
  - 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 9 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 10 Students must retain a copy of each item submitted for assessment. Students may be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to the USQ within 24 hours of receipt of a request to do so.
- 11 In accordance with University Policy the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 12 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 13 The Faculty will NOT accept submission of assignments by facsimile.
- 14 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 15 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are

to note on the assignment cover the date of the public holiday for the Examiner's convenience.

16 Students will require access to e-mail and internet access to UConnect for this course.

17 Students, who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).