

PSYC6837: Advanced Lifespan Development

Callaghan, Ourimbah and Online
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

NOTE: Use of AI in this course is prohibited

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OVERVIEW

Course Description

How do we change over our lifespan? Developmental psychology combines many separate areas in psychology to examine the origins and age-related changes of several psychological processes with real life applicability.

This course examines developmental psychology and developmentally relevant psychopathology and provides in-depth coverage of principles and theories of physical, cognitive, social, and personality changes that occur across the lifespan, as well as specialised topics in these areas.

PSYC6837 is part of the Australian Psychology Accreditation Council's accredited sequence.

Requisites

This course is only available to students enrolled in the Graduate Diploma in Psychological Science program [40223]

Contact Hours

Callaghan

Laboratory

Face to Face on Campus
2 hour(s) per Week for 6 Weeks
See Schedule in Course Outline

Lecture

Face to Face on Campus
2 hour(s) per Week for Full Term starting Week 1

Online Activity

Online
2 hour(s) per Week for 5 Weeks
See Schedule in Course Outline

Ourimbah

Laboratory

Face to Face on Campus
2 hour(s) per Week for 6 Weeks
See Schedule in Course Outline

Lecture

Face to Face on Campus
2 hour(s) per Week for Full Term starting Week 1

Online Activity

Online
2 hour(s) per Week for 5 Weeks starting Week 3
See Schedule in Course Outline

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

Online Self-Directed Learning
Online
10 hour(s) per Week for Full Term starting Week 1
For students studying via distance a minimum of 10 hours per week of self-directed learning is expected.

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator **Callaghan, Ourimbah and Online**
Dr Emma Axelsson
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Consultation: via email

Teaching Staff Other teaching staff will be advised on the course Canvas site.

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SYLLABUS

Course Content

- Changes in physical, cognitive, social and emotional processes that occur over the lifespan
- Advanced theoretical explanations for developmental processes
- Use of the developmental psychopathology framework to demonstrate complex interaction of factors affecting both typical and atypical development
- Comprehensive methods for studying development at different life stages
- Developmentally and culturally appropriate assessment and measurement and further exposure to ethical issues specific to developmental research and clinical work

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Critically evaluate multiple theories and scientific methodologies used to study developmental psychology.
2. Analyse the interactions of core principles and theories related to physical, cognitive, social and personality changes that occur across the lifespan and form logical and coherent conclusions.
3. Undertake an advanced critical evaluation of the links between theoretical assumptions and applied aspects of developmental psychology.
4. Proficiently apply critical thinking to applications of lifespan psychology.
5. Analyse and critique theory and research in developmental psychology and communicate these in oral format.

Course Materials **Recommended Text:**

- Hoffnung, M., Hoffnung, R.J., Seifert, K.L., Brooker, A., Ellis, S., Riggs D., et al. (2023). *Lifespan Development*. (5th Australasian ed.). Milton, QLD: John Wiley & Sons, Australia

SCHEDULE

Week	Week Begins	Lecture (2 hours)	Tutorial (~2 hours)	Assessment Due	Suggested Study Activities (~6 hours)
1	26 Feb	Introduction to the course; Infancy and early childhood: measurement tools/methods in early development Dr Emma Axelsson	NA		Get familiar with the course and assessment items and their due dates. Engage with Lecture 1 in preparation for the quiz (Week 7) and/or your talk topic (Week 9 or 10), and exam
2	4 Mar	Early childhood: cognitive, social, language development Dr Emma Axelsson	Face-to-face		Start preparing for written assignment based on information from tutorial. Engage with Lecture 2 in preparation for the quiz (Week 7) and/or your talk topic (Week 9 or 10), and exam
3	11 Mar	Prenatal perceptual and motor development: the role of activity and interaction for system setup Dr Stuart Marlin	Online		Literature search on written assignment Engage with Lecture 3 in preparation for the quiz (Week 7) and/or your talk topic (Week 9 or 10), and exam.
4	18 Mar	Postnatal perceptual and motor development: critical periods for refining systems through environmental input Dr Stuart Marlin	Face-to-face		Plan and structure written assignment based on this week's tutorial. Engage with Lecture 4 in preparation for the quiz (Week 7) and/or your talk topic (Week 9 or 10), and exam
5	25 Mar	Screen time and child development Dr Emma Axelsson	Online		Continue drafting written assignment. Engage with Lecture 5 in preparation for the quiz (Week 7) and written assignment (due Week 8), and exam
6	1 Apr	Sleep, learning, and development Dr Emma Axelsson	Online		Further drafting of written assignment Engage with Lecture 6 in preparation for the quiz (Week 7) and/or your talk topic (Week 9 or 10), and exam.

7	8 Apr	(This lecture is presented online only) Lifespan developmental psychology / continuity of typical and atypical development Prof Frini Karayanidis	Face-to-face	Online quiz due Thurs 11th April, 11:59 pm (assessing Weeks 1 to 6)	Complete quiz this week Further drafting of written assignment Engage with Lecture 7 in preparation for your talk topic (Week 9 or 10) and exam (end of semester)
Mid Term Break					
Mid Term Break					
8	29 Apr	When development is different: childhood Dr Emma Axelsson	Face-to-face	Essay due Wed 1st May, 11:59 pm	Submit written assignment. Preparation for your talk (Week 9 or 10) Engage with Lecture 8 in preparation for exam.
9	6 May	When development is different: adolescence/early adulthood. Madeleine Gale	Face-to-face Talks in class	Talks in class or on Zoom (for online students)	Prepare/deliver your talk. Engage with Lecture 9 in preparation for exam.
10	13 May	Old age: cognitive development, social emotional Dr Michelle Kelly	Face-to-face Talks in class	Talks in class (or on Zoom for online students)	Prepare/deliver your talk. Engage with Lecture 10 in preparation for exam.
11	20 May	Old age: death/dying/bereavement; dementia and other difficulties / disorders associated with ageing Dr Michelle Kelly	Online		Engage with Lecture 11 in preparation for exam.
12	27 May	Back to continuity - bringing it all together Prof Frini Karayanidis	Online		Engage with Lecture 12 in preparation for exam (end of semester)
13	29 May				
Examination Period					
Examination Period					

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online quizzes	Thursday 11th April, 11:59 pm	Individual	10%	1, 2
2	Essay	Wednesday 1st May, 11:59 pm	Individual	30%	2, 4
3	Presentation	In Weeks 9 and 10; in class for students enrolled in face-to-face tutorials, and zoom for online students	Individual	20%	3, 4, 5
4	Formal exam	Formal examination period	Individual	40%	1, 2, 3, 4

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Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Online quizzes

Assessment Type	Quiz
Purpose	To assess knowledge of course content.
Description	There will be one quiz assessing content from Week 1 to 6.
Weighting	10%
Due Date	Thursday 11th April, 11:59 pm
Submission Method	Online
Return Method	Online
Feedback Provided	Online - Thursday 2nd May, 11:59 pm.

Assessment 2 - Essay

Assessment Type	Essay
Purpose	This will be an evidence-based scientific letter to a politician, government organisation, educational facility (e.g., school) or relevant community group. One aim is to assess students' understanding of a topic in developmental psychology and for students to develop the ability to express an argument with evidence to the wider public.
Description	<p>Australian children's screen times have increased steadily (Yu & Baxter, 2016) raising questions about the effects on development, both positive and negative. Only 23% of Australian pre-schoolers meet the government guidelines for the recommended limits for exposure times (Hinkley, Timperio, Watson, Duckham, Okely, Cliff, et al., 2020). Is the engagement with screen media devices a problem for the development of children and adolescents or could it be beneficial? An alternative focus can be on adults. You can also choose which developmental domain to focus on (e.g., cognitive, social, language, behavioural, clinical/well-being).</p> <p>Please present one of the following arguments.</p> <ul style="list-style-type: none">• Argument 1: 'Why we need to question the positive findings on screen time in (chosen age group)'• Argument 2: 'Why we need to question the negative findings on screen time in (chosen age group).'

Your task is to present one of these arguments, with supporting evidence. Importantly, your argument needs to be supported by evidence from peer-reviewed studies. Please cite your sources using a numbered style (will be covered in tutorials, e.g., IEEE, Vancouver). This is to make it less wordy for the public (and avoid TL; DR reactions). There will also be tips on how to write succinctly without compromising content. More details will be provided on

Weighting	Canvas (e.g., age of focus, developmental domains etc.), and tips on writing for a wider public while maintaining an academic and scientific approach.
Length	30% 1000 words Word limits include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices, and footnotes. The word limit will allow a tolerance of 10% and any work after the maximum word limit will not be included within the allocation of marks. In other words, the marker will STOP reading at 1100 words.
Due Date	Wednesday 1st May, 11:59 pm
Submission Method	Online
Assessment Criteria	See Canvas
Return Method	Online
Feedback Provided	Online - Wednesday 22nd May.

Assessment 3 - Presentation

Assessment Type	Presentation
Purpose	To present an argument based on a critical evaluation of research evidence for contrasting theories of the development of children's skills. To develop presentation skills.
Description	Students will be provided with an argument based on a topic from the lectures in the first half of the semester (see Canvas for more details) and students will choose which side of the argument they would like to argue for.
Weighting	20%
Length	5 mins (+ questions)
Due Date	In Weeks 9 and 10; in class for students enrolled in face-to-face tutorials and via Zoom for students enrolled online.
Submission Method	In Class OR Online via Zoom (live presentation)
Assessment Criteria	See Canvas
Return Method	Online
Feedback Provided	Online - Thursday 8th June.

Assessment 4 - Formal exam

Assessment Type	Formal Examination
Purpose	The final formal examination is designed to test the individual student's knowledge of the course material.
Description	Multiple choice and short answer questions.
Weighting	40%
Length	2 hours
Due Date	Formal examination period
Submission Method	Formal Exam
Assessment Criteria	See Canvas
Return Method	Not Returned
Feedback Provided	No Feedback

ADDITIONAL INFORMATION

Grading Scheme This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.

65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face-to-face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item, and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system.
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Reasonable Adjustment Plan (RAP)

If you are registered with Accessibility and have been provided with a Reasonable Adjustment Plan (RAP), please ensure that you provide your Course Coordinator with a copy as soon you can or let your Course Coordinator know that you are still waiting for your RAP.

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at

<https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that

support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.

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