Unit Outline

BESC1061: Developmental Psychology

Unit description

This unit provides a comprehensive framework for the consideration of developmental psychology across the lifespan. Through this unit you will acquire in-depth knowledge of developmental psychology for understanding and appreciating your own development, as well as that of the people you interact with in your counselling or work-related role. Emphasis throughout this unit is on applying the theory to practical situations you may encounter in your work roles.

| 1. Course(s)                          | Bachelor of Counselling (BCouns)  |
|                                       | Bachelor of Counselling (Coaching) (BCounsCo) |
| 2. Core / Elective                    | Core – BCouns                        |
|                                       | Core - BCOunsCo                      |
| 3. Workload (hours per week)          | 9                                   |
| 4. Credit points                      | 6                                   |

Unit learning outcomes

On completion of this unit, students will be able to:

a) discuss supports and challenges to health and wellbeing at various stages of the lifespan
b) discuss the psychological implications of physical and cognitive changes that occur with maturation and ageing
c) identify and critically evaluate attachment and socio-emotional theories of development and apply to case presentations
d) identify the major goals and assumptions underpinning the field of developmental psychology
e) apply developmental theories to a range of situations and contexts
Textbook

The textbook for this unit is:


Recommended readings

The twelve sections of unit curriculum direct students to readings in the online classroom for this unit. These readings are selected from journals and books that provide additional information or a different perspective on topics covered in each section. They are from a range of authorities and expand the content of this unit.

Studying for this unit

The content of this unit has been designed to maximise the learning and the integration of the subject matter. Much of the unit material is specific to the Australian context. Students are encouraged to access additional information relevant to their local context, which will assist in applying the learning and ensuring its relevance. This may include specific legislation, government and professional association resources, and journals. It is important that students’ reading is broad.

In general students are expected to:

- read each section of the unit carefully and make notes about new content, and points that are unclear, or in conflict with previous learning or experience
- complete readings of the text and other readings and resources, making notes on important insights or facts, especially those relevant to assignments

There may be periodic suggestions or issues on which students are asked to deliberate and reflect. Sometimes these are dilemmas or difficult issues associated with the study topic which have no right or wrong answers, but are used to trigger critical thinking.
Face to Face hours by delivery mode:

**On Campus – OC:** Units studied on campus are designed with 12 three hour classes, totalling 36 contact hours.

**Online – OL:** Teachers will offer a minimum of two BBC or Zoom sessions throughout the term. Students are encouraged to participate in interactive activities and engage in the BBC or Zoom sessions as these further develop skills and knowledge.

**Synchronous Online - SO:** Units offered in this mode of delivery require meeting online at set times for one three hour session per week, for 12 weeks.

**Weekend Classes:**
Units offered as weekend classes must meet the required 36 contact hours. This is made up of 5 classes (9am-5pm) scheduled as per the unit timetable for the enrolled Trimester.

**Blended Delivery - BD:** Units offered in this mode of delivery require the student to attend:
- **Four synchronous sessions**
  - 1 ¾ hour synchronous sessions: 6.45 – 8.30pm
- **One two day workshop:** 8.30-6pm

**Attendance requirements**

Attendance at classes ensures that students studying this unit On Campus have the opportunity to fully engage in the learning appropriate to this delivery mode.

**On Campus recommendation** (for students studying this unit on campus)

In this unit provided by the School of Counselling, it is recommended that on-campus students maintain at least 60% attendance.

**Online recommendation** (for students studying this unit online)

There are no attendance requirements for this unit. Students are encouraged to participate in the online discussion forum for this unit, and must submit all assessments to meet the requirements of this unit.
Learning activities

Learning activities are set in each section of the unit to give opportunities for further learning. They are designed to help students think through and practice the specific skills and general concepts presented in this unit. They do not need to be sent to the academic teacher for marking. However, valuable learning opportunities will be missed by not completing the activities.

In studying this unit, students should maintain a learning journal for completing the activities. To structure the learning journal, set aside space for:

- completing a glossary of new terminology and concepts introduced in this unit
- notes on unit content and readings
- answers to learning activities
- draft assessments.

Students can also keep the learning journal electronically.

Self-assessment

There are self-assessment questions at the end of each section to test students’ understanding of the section’s content. Try to recall the answers to these questions unaided. Write down answers from memory before going back to review the relevant material in the section. Some of the questions require more than simple recall. Some will require synthesising separate issues or different pieces of information. Real learning is not just remembering the reading. It involves owning this knowledge by:

- reflecting
- questioning
- relating theory to personal experiences
- integrating a number of readings on a particular topic or concept
- paraphrasing.

Assignments

The assignments for this unit are carefully set so they develop from and support the key concepts and skills of the unit, and are aligned with the learning outcomes for this unit.
## Contents

**Section 1:** Exploring the Lifespan

**Section 2:** Physical Development and Psychoanalytic Theories of Development

**Section 3:** Behavioural Learning and Systems Theories of Development

**Section 4:** Cognitive Theories of Development

**Section 5:** Attachment and Socioemotional Theories of Development

**Section 6:** Family Systems’ Impact on Development

**Section 7:** Social Cognition and Moral Theories of Development

**Section 8:** The Self and Personality Theories of Development

**Section 9:** Gender-Role and Sexuality Theories of Development

**Section 10:** Theories of Intelligence and Creativity

**Section 11:** Theories of Ageing, Grief, Death and Dying

**Section 12:** Applications Over the Lifespan
Assignment summary

Please ensure you keep copies of all assignments submitted for this unit.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Weight</th>
<th>Word Count</th>
<th>Due Date</th>
<th>Alignment with learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 1:</strong></td>
<td>50%</td>
<td>1500 words</td>
<td>Week 7</td>
<td>a) discuss supports and challenges to health and wellbeing at various stages of the life span</td>
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<tr>
<td>Reflective Essay</td>
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<td>b) discuss the psychological implications of physical and cognitive changes that occur with maturation and ageing</td>
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<td>c) identify and critically evaluate attachment and socio-emotional theories of development and apply to case presentations</td>
</tr>
<tr>
<td><strong>Assignment 2:</strong></td>
<td>50%</td>
<td>2000 words</td>
<td>Week 11</td>
<td>a) discuss supports and challenges to health and wellbeing at various stages of the life span</td>
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<tr>
<td>Case study</td>
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<td></td>
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<td>e) apply developmental theories to a range of situations and contexts</td>
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Assignment 1: Reflective Essay

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<td>Reflective Essay</td>
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**Purpose:**

The purpose of this Reflective Essay is to demonstrate the understanding of *two* developmental theories in relation to significant developmental events in the adult life of the student.

**Process:**

Write a reflective essay applying two developmental theories to significant aspects and stages of your own adult lives. Analyse these selected developmental events through the lenses of two developmental theories presented in this unit, supporting the analysis with relevant references.

Some developmental theorists *recommended* for use in this assignment are:

- Erik Erikson
- Jean Piaget
- Ivan Pavlov
- John B. Watson
- Burrhus Frederic Skinner
- Albert Bandura
- Lev Vygotsky
- Urie Bronfenbrenner
- Gilbert Gottlieb
- John Bowlby
- Mary D. Salter Ainsworth
- Lawrence Kohlberg
- James Marcia
- Dexter Dunphy
- Kim Bartholomew
- Antonia Henderson
- Donald Dutton
- Robert Sternberg
- Howard Gardner
- Betty Carter
Your Reflective Essay will need to include:

- Identifying the chosen significant developmental aspects and stages of your adult life
- Identification of key aspects of each of the two major developmental theories
- Analysis of the chosen developmental events with reference to two major developmental theories
- Reflection on your personal responses and experiences in relation to these significant developmental aspects and stages
- Reference to current literature and integration of relevant theory into your discussion
## Marking Criteria – Reflective Essay

<table>
<thead>
<tr>
<th>Content</th>
<th>Not Satisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
<th>Outstanding</th>
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<tr>
<td>1. Identifying the chosen significant developmental aspects and stages of your adult life</td>
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<td>3. Analysis of the chosen developmental events with reference to two major developmental theories</td>
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<td>4. Reflection on your personal responses and experiences in relation to these significant developmental aspects and stages</td>
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## Structure, Presentation and Referencing

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<td>4. Presentation guidelines followed as specified in the learning support website (<a href="http://learningsupport.acap.edu.au">http://learningsupport.acap.edu.au</a>) and first/third person writing style is applied where relevant</td>
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<td>5. In-text referencing and reference list follows APA referencing style (6th ed.) as set out in the APA website: <a href="http://www.apastyle.org/">http://www.apastyle.org/</a></td>
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<td>6. Word count is within + or - 10% of requirement</td>
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### Total Mark: /100
### Weighted Scale: / 50
### Grade:
Assignment 2: Case Study

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<tr>
<td>Case Study</td>
<td>50%</td>
<td>2000 words</td>
<td>Week 11</td>
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Purpose:

The purpose of this case study is to integrate the understanding of two developmental theories with a practical example. Within this integration is an identification, analysis and evaluation of major life themes with the inclusion of strengths and challenges faced by a fictional character.

Process:

Select a character presented in a book, television or film at a major life transition (leaving home, wedding, parenthood, retirement) and briefly summarise the context in which the character becomes known.

Write a case study that summarises the major life themes identified in the book, television or film, and apply theories of development to analyse the life stage, the strengths and challenges faced by the character, using two developmental theories presented in this unit (other than those applied in Assignment 1. Please also refer to the list of Developmental Theorists in Assignment 1 when choosing the two developmental theories for this assignment). Draw on a range of unit and other relevant references.

Your Case Study will need to address:

- Case study written and is inclusive of the naming of major life themes in the chosen source
- Identification of the chosen character with a brief summary of the context in which the character is introduced
- Identification of key aspects of each of the two major developmental theories and application of these theories to an analysis of the life stages of the character, including the strengths and challenges faced by the character
- Reference to current literature and integration of relevant theory into your discussion

Information about the writing of Case Studies

A case study:

- should provide a description of a particular subject such as a practice, problem, scenario or situation
- is often based on a person or organisation
- provides an opportunity to demonstrate your ability to apply theory to practice
- should critically analyse, evaluate or review the subject using the relevant theory
- may be given to you in the assignment question, or you may need to develop your own case scenario
## Marking Criteria – Case Study

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**Total Mark:** 100

**Weighted Scale (Group Activity):** 50
Assignment support and information

Important and valuable information about completing your assignments can be found in the following places:

- **How to guides -** to search press Ctrl F on the page and type what you are looking for:
  - [https://my.navitas-professional.edu.au/howto/](https://my.navitas-professional.edu.au/howto/)
- **Student learning support:**
- **Assessment information:**
- **Student Administration:**

All assignments are to be submitted online through the online classroom for this unit. You can find more information on the assignment process on the ‘Assessment Information’ section of the ‘Current Students’ part of the ACAP website.

AccessAbility is a support resource available to all students, further details can be found at the following link: [http://www.acap.edu.au/current-students/student-services/accessability-disability-service/](http://www.acap.edu.au/current-students/student-services/accessability-disability-service/)

An assignment review service called **Smarthinking** is available to students in many Bachelor and Post Graduate units. Check your class space for the link or go to the SLS website for more information: [http://learningsupport.acap.edu.au/smarthinking/](http://learningsupport.acap.edu.au/smarthinking/)

**How to apply for an extension:**
Extensions may be granted to students who have unforeseen circumstances. The policy and process for student extensions can be found here: [http://www.acap.edu.au/assets/CurrentStudents/Managing-My-Course/A-Z-Policies/Assessment-Extension-Policy-v1.1.pdf](http://www.acap.edu.au/assets/CurrentStudents/Managing-My-Course/A-Z-Policies/Assessment-Extension-Policy-v1.1.pdf)

Students can request a one week extension from their academic teacher in the case of unforeseen circumstances. Longer extensions may be requested via AccessAbility or the program delivery team in your state.