**UNSW Course Outline**

# PSYC5006 Psychology Across the Lifespan - 2024

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## General Course Information

**Course Code :**  PSYC5006
**Year :**  2024
**Term :**  Hexamester 2
**Teaching Period :**  KF
**Is a multi-term course? :**  No
**Faculty :**  Faculty of Science
**Academic Unit :**  School of Psychology
**Delivery Mode :**  Online
**Delivery Format :**  Standard
**Delivery Location :**  Distance Education
**Campus :**  Sydney
**Study Level :**  Postgraduate
**Units of Credit :**  6

Useful Links

Handbook Class Timetable

## Course Details & Outcomes

### Course Description

This course will address topics relating to the development and interaction of biological, cognitive, emotional and social processes across the lifespan. These topics will be investigated in different stages of life including prenatal and early development, childhood, adolescence, late

adulthood and senescence. The course will also address the aetiology of psychological disorders related to these life stages such as developmental disorders and dementias. The course is appropriate for the student with knowledge of advanced statistics and research methods in Psychology. The course content will be delivered via asynchronous (pre-recorded) lectures, synchronous tutorials, readings and self-paced modules and quizzes.

## Course Aims

The aim of this course is to provide students with knowledge about human development and behavioural across the lifespan. There will be focus on research evidence about cognitive, social, behavioural and emotional development from infancy to adulthood, including both neurotypical and neuropathological ageing. This course provides foundational knowledge for further studies and research in developmental psychology.

## Relationship to Other Courses

In order to enrol in PSYC5006, completion of the PSYC5001-PSYC5004 sequence is required.

# Course Learning Outcomes

| Course Learning Outcomes |
|---|
| CLO1 : Identify the psychological, social and biological mechanisms that underpin developmental change across the lifespan by incorporating current theoretical and empirical evidence. |
| CLO2 : Research and examine the literature on human development across the lifespan by utilising appropriate research methods in developmental psychology. |
| CLO3 : Analyse and evaluate evidence related to the development of behaviour and mental processes in the context of developmental psychology and scientific research. |
| CLO4 : Formulate an evidence-based argument using concepts, theories, and research findings in developmental psychology. |
| CLO5 : Communicate effectively about theories and evidence in developmental psychology in written format. |
| CLO6 : Work effectively in a team, including providing constructive feedback, and reflecting on your role as a team member. |

| Course Learning Outcomes | Assessment Item |
|---|---|
| CLO1 : Identify the psychological, social and biological mechanisms that underpin developmental change across the lifespan by incorporating current theoretical and empirical evidence. | • Weekly Quizzes |
| CLO2 : Research and examine the literature on human development across the lifespan by utilising appropriate research methods in developmental psychology. | • Essay<br>• Group Research Project |
| CLO3 : Analyse and evaluate evidence related to the development of behaviour and mental processes in the context of developmental psychology and scientific research. | • Weekly Quizzes<br>• Essay<br>• Group Research Project |
| CLO4 : Formulate an evidence-based argument using concepts, theories, and research findings in developmental psychology. | • Essay |
| CLO5 : Communicate effectively about theories and evidence in developmental psychology in written format. | • Group Research Project<br>• Essay |
| CLO6 : Work effectively in a team, including providing constructive feedback, and reflecting on your role as a team member. | • Reflection<br>• Group Research Project |

# Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

Moodle contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to check your UNSW email regularly. All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. You must check Moodle and your student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, you must ensure that you have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. No special consideration will be granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark, and these will be allocated according to the progress that was saved. To help you establish whether your computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and can be completed multiple times to test computer/internet connection prior to assessments/exams.

NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. You are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is approximately 20 hours per week (in the 6-week term). Average engagement levels are as follows (a) 2-2.5 hours of engagement with the lecture content (5-6 lectures per week); (b) Tutorial attendance, 3 hours per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) 4.5 hours to complete the assigned activities, including revision modules; (d) 4.5 hours to complete the assigned weekly readings that accompany the content for each lecture topic; (e) 4-5 hours to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

***Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments.*** Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

*Tutorial Attendance:* Attendance and participation in tutorials is compulsory. All tutorials will be delivered in an online mode, through Blackboard Collaborate. Given that this is a fully online

course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, you will be required to participate in the tutorial either synchronously (as the tutorial is streamed live) or asynchronously (a recorded version of the tutorial). NB: Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure. You are expected to be aware of the UNSW Assessment policy and understand how to apply for special consideration within the Graduate Diploma Special consideration policies and procedures if you cannot complete an assignment/exam due to illness and/or misadventure. It is expected that students have read through the Graduate Diploma in Psychology (5331) Guide.

# Additional Course Information

## Learning and teaching activities

This is a fully online course, all materials, lectures and tutorials are delivered through Moodle.

The course web page is available through Moodle: https://moodle.telt.unsw.edu.au/login/index. Login with your student number and password, and follow the links to the PSYC page.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is approximately 20 hours per week, including preparation for the weekly quizzes and written assessments.

Each week students can expect the following:

**Lectures** will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. This will be broken down into 6 lectures covering the main concepts for each sub-topic of the week.

**Online tutorials** will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials, including a transcript of tutor and student contributions, for the

remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

**Online activities**: Each week there will be a range of online activities, including formative revision quizzes and interactive learning modules. These activities will allow students to explore the topics of the week in greater depth and provide formative assessment for the students and revision opportunities.

**Readings:** There will be assigned readings each week that cover the major topic of the week. Students will need to read scientific journal articles in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Study Group Forum and reply to the comment of at least two other students in the course.

**The general discussion forum** connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the Study Group Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

**The Q and A forum** provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures and readings. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other students' posts to enhance understanding of the content, critical thinking, and written communication skills.

**Formative topic revision quizzes** are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on.

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Weekly Quizzes<br>Assessment Format: Individual | 15% | Start Date: Thursday Week 1-6 at 7am<br>Due Date: Sunday Week 1-6 at 11:59pm |
| Essay<br>Assessment Format: Individual | 50% | Start Date: Week 1<br>Due Date: Week 3 |
| Group Research Project<br>Assessment Format: Group | 30% | Start Date: Week 1<br>Due Date: Week 5 |
| Reflection<br>Assessment Format: Individual | 5% | Start Date: Week 5<br>Due Date: Week 6 |

## Assessment Details
### Weekly Quizzes

Assessment Overview

You will be required to complete 6 quizzes under official exam conditions. Quizzes are conducted under timed conditions and are designed to be taken without reference to lecture notes or study resources. These quizzes will cover the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the week they are released. The weekly quizzes form part of a continuous assessment. The top five grades out of the six quizzes will be used to count towards the final weekly quiz grade which accounts for 15% of the course mark. The purpose of this assessment is to test your level of comprehension regarding the course material. Your marks and solutions will be provided on completing each quiz.

Course Learning Outcomes

- CLO1 : Identify the psychological, social and biological mechanisms that underpin developmental change across the lifespan by incorporating current theoretical and empirical evidence.
- CLO3 : Analyse and evaluate evidence related to the development of behaviour and mental processes in the context of developmental psychology and scientific research.

Assessment Length

20 multiple choice questions

Submission notes

Moodle quiz

### Assessment information

Not applicable

### Assignment submission Turnitin type

Not Applicable

## Essay

### Assessment Overview

The aim of this assessment is to develop an argument on your chosen topic and to provide a comprehensive literature review to support your argument. You will be required to choose one area of development across the lifespan to research and discuss. You will have the opportunity to pick a topic which is of particular interest to you. The assessment will require you to submit an essay (individually) discussing your chosen issue in lifespan development. The word limit for this essay is 1500 words. You will be required to complete a critical analysis of the issues related to your topic based on the current research evidence and theory. The assessment information will be available on the first day of the course. The assessment is due in Week 3. You will receive feedback through annotated rubric and a series of in-text comments. You will prepare for this assessment by participating in tutorial activities and reviewing the assigned readings.

### Course Learning Outcomes

- CLO2 : Research and examine the literature on human development across the lifespan by utilising appropriate research methods in developmental psychology.
- CLO3 : Analyse and evaluate evidence related to the development of behaviour and mental processes in the context of developmental psychology and scientific research.
- CLO4 : Formulate an evidence-based argument using concepts, theories, and research findings in developmental psychology.
- CLO5 : Communicate effectively about theories and evidence in developmental psychology in written format.

### Assessment Length

1500 words

### Submission notes

Text file

### Assessment information

Not applicable

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity

reports.

## Group Research Project

<u>Assessment Overview</u>

The purpose of this assessment is to work collaboratively on developing a written summary of one topic within the broad psychology of the lifespan content. You will be required to research, evaluate and discuss the evidence regarding your chosen topic and to work collaboratively on writing and editing the written summary. All group members will work on a single summary that will be submitted for marking. The summary should not be longer than 1000 words. All group members will get the same mark that will count towards the final grade.

Please be aware of the needs of your group members and work in a timely manner.

The assessment will include a review of the performance of other group members.
Each student will complete an evaluation of the contribution and performance of the members of their group. The peer review will be made available to you in de-identified format. The assessment information will be available on the first day of the course. The assessment is due in Week 5. You will receive feedback through annotated rubric and a series of in-text comments. You will prepare for this assessment by participating in tutorial activities and reviewing the assigned readings.

<u>Course Learning Outcomes</u>

- CLO2 : Research and examine the literature on human development across the lifespan by utilising appropriate research methods in developmental psychology.
- CLO3 : Analyse and evaluate evidence related to the development of behaviour and mental processes in the context of developmental psychology and scientific research.
- CLO5 : Communicate effectively about theories and evidence in developmental psychology in written format.
- CLO6 : Work effectively in a team, including providing constructive feedback, and reflecting on your role as a team member.

<u>Assessment Length</u>

1000 words

<u>Submission notes</u>

Text file

<u>Assessment information</u>

Not applicable

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Reflection

### Assessment Overview

You will be required to provide a self-reflection on the feedback provided by your group members. This will allow you to develop the skills for providing constructive feedback in a sensitive manner. Further, you will learn about the peer review process and develop skills for self-reflection and integrating feedback. Your self-reflection will be prompted by a few questions you will be required to answer. You will be marked on your ability to engage with the questions in a manner of self-reflection. The assessment information will be available on the first day of the course. The assessment is due in Week 6. You will receive feedback through a series of in-text comments.

### Course Learning Outcomes

- CLO6 : Work effectively in a team, including providing constructive feedback, and reflecting on your role as a team member.

### Assessment Length

Approximately 1-2 pages

### Submission notes

Text file

### Assessment information

Not applicable

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# General Assessment Information

Not applicable

### Grading Basis

Standard

### Requirements to pass course

Not applicable

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 11 March - 17 March | Lecture | Early development 1.1 Prenatal/brain development 1.2 Experience expectant processes 1.3 Early learning |
| | Tutorial | Online tutorial discussion based on lectures and readings. You  will discuss the foetal development including the development and plasticity of the brain and outline the major milestones of infancy (e.g. walking and talking). |
| Week 2 : 18 March - 24 March | Lecture | Cognitive Development 2.1 Cognition in early and mid-childhood 2.2 Thinking about self and others 2.3 Higher order thinking |
| | Tutorial | Online tutorial discussion based on lectures and readings. You will discuss some of the major milestones of childhood including understanding the causality and reasoning; development of executive functions. |
| Week 3 : 25 March - 31 March | Lecture | Social and emotional development 3.1 Social cognitive development (Theory of mind) 3.2 Emotional development: Early attachment 3.3 Emotional development: Temperament |
| | Tutorial | Online tutorial discussion based on lectures and readings. You will discuss the social and emotional development of early childhood, including attachment and temperament |
| Week 4 : 1 April - 7 April | Lecture | Adolescence and adulthood 4.1 Defining adolescence 4.2 The social brain in adolescence 4.3 Mental health in adolescence |
| | Tutorial | Online tutorial discussion based on lectures and readings. You will discuss typical adolescent development in both the body and the brain before addressing a range of disorders that often first present in childhood and adolescence including conduct disorder, anxiety and depression. |
| Week 5 : 8 April - 14 April | Lecture | Primary / normative / neurotypical ageing 5.1 Sensory and functional aging 5.2 Cognitive aging 5.3 Socioemotional aging, emotion regulation, mental health and welling |
| | Tutorial | Online tutorial discussion based on lectures and readings. You will discuss the normal stages of aging across the lifespan, including cognitive and socioemotional aging. Students will discuss some of the issues surrounding health and well-being in aging |
| Week 6 : 15 April - 21 April | Lecture | Secondary/disease-related/neuropathological aging 6.1 Dementia types, aetiology, diagnosis and neuropsychiatric symptoms 6.2 Neurocognitive assessments and decision making 6.3 End of life, palliative care and resilience |
| | Tutorial | Online tutorial discussion based on lectures and readings. You will discuss the diversity of dementias, the heterogeneity of symptoms and the difficulties that this poses for diagnosis and treatment. |

# Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

# General Schedule Information

Each week this course typically consists of 2-2.5 hours of lecture material, 2 hours of face-to-face tutorials, and 4.5 hours of online activities. You are expected to take an additional 5-6 hours each week of self-determined study to complete assessments, readings, and quiz preparation.

# Course Resources

## Prescribed Resources

*Life Span Human Development* Sigelman, De George, Cunai, Kohler and Ballam. Cengage 4th

edition.  E-book copies of the textbook will be provided through Moodle along with MindTap additional resources.

# Recommended Resources

Not applicable

# Additional Costs

Not applicable

# Course Evaluation and Development

In order to gather comprehensive student feedback on the course, we utilise the anonymous myExperience survey as one of the primary methods. This survey provides a structured platform for students to share their thoughts, opinions, and suggestions regarding various aspects of the course. Additionally, students are encouraged to email their feedback directly to the program authorities for further discussion and consideration. The myExperience survey will be administered towards the end of the course to capture students' experiences and perspectives. The survey will cover different dimensions of the course, including teaching quality, course materials, assessments, and overall learning environment. The anonymous nature of the survey ensures that students can express their feedback freely and honestly.

Once the survey responses are collected, they will be analysed. The analysis will involve examining both quantitative and qualitative data to identify common themes, patterns, and areas for improvement. Quantitative data, such as ratings responses, will be aggregated and summarised to gain a quantitative overview of student satisfaction and areas of concern. Qualitative feedback, such as open-ended comments, will be carefully reviewed and categorised to extract valuable insights and specific suggestions.

Based on the findings from the analysis, appropriate actions will be taken to address the identified areas for improvement. These actions may include revising course materials, adjusting teaching approaches, providing additional support resources, or modifying assessment methods.

Feedback from students is considered a valuable asset in shaping the course. We aim to create a more student-centred learning experience by actively seeking and incorporating student input. The feedback students provide serves as a catalyst for continuous improvement and ensures that the course responds to their needs and expectations

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|---|---|---|---|---|---|---|---|
| Lecturer | Lidija Krebs-Lazendic | | | | | No | Yes |
| Administrator | Deliana Freky | | | | | No | No |

# Other Useful Information

## School Contact Information

For GD Psych courses (PSYC5001 - PSYC5010), please email: gdpsychology@unsw.edu.au.

For GCChildDev courses (PSYC5111 - PSYC5116), please email: gcchilddev@unsw.edu.au