

Subject Description Form

Subject Code	APSS 5061																	
Subject Title	Advanced Developmental Psychology																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">100% Continuous Assessment</th> <th style="width: 15%;">Individual Assessment</th> <th style="width: 15%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. One Seminar Group Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. One Written Integrative Project Group Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Web-assisted Quizzes; Attendance and Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Final Quiz</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. One Seminar Group Presentation	--	20%	2. One Written Integrative Project Group Report	--	20%	3. Web-assisted Quizzes; Attendance and Participation	20%	--	4. Final Quiz	40%	--
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Objectives	<p>This subject provides students with advanced knowledge of life-span psychological theories, and offers in-depth examination of issues at the different life stages of human development. It is aimed at implanting in students an interest and insight through examining interaction of internal and external factors important in western ideas about human development, and integrating the evidence-based research findings in the Chinese context. In particular, the students can compare and contrast concepts and procedures of research designs and methods in studying developmental psychology and several ways of identifying relationships between variables relevant to age-related changes.</p>																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. comprehend an overview of the nature, objectives, scope of developmental psychology; 																	

	<p>b. apply theoretical and empirical knowledge of different perspectives to examine a systematic life-span structure from pre-natal development through to old age in human beings in social context;</p> <p>c. analyze the local and global trends and developments in historical and contemporary developmental psychology; and</p> <p>d. apply major methodological techniques of the studies of human development in different cultures and societies, focusing on both qualitative and quantitative research techniques.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>1. <u>An Orientation to Lifespan Development</u></p> <p>1.1 Introduction and Key Issues: <i>Philosophical and Scientific Roots, Nature vs. Nurture, Continuous vs. Discontinuous, Lifespan Approaches vs. Focus On Particular Periods</i></p> <p>1.2 The Major Theories of Human Development: <i>Psychodynamic Perspective, Behavioral Perspective, Cognitive Perspective, Humanistic Perspective, Evolutionary Perspective, Bioecological Approach</i></p> <p>1.3 Developmental Diversity and Life-History Trade-off: <i>Ecological, Cultural, Racial, Social and Individual</i></p> <p>1.4 Qualitative and Quantitative Research Methods in Developmental Psychology: <i>Cross-sectional, Longitudinal, Sequential Designs and others</i></p> <p>2. <u>Prenatal Development, and Birth</u></p> <p>2.1 Pre-birth and Foundations of Genetics: <i>Establishing the Sex, Transmission of Genetic Information, Inherited and Genetic Disorders</i></p> <p>2.2 The Interaction of Heredity and Environment: <i>The Role of the Environment in Determining the Expression of Genes, The Role of Genes in Creating Environment</i></p> <p>2.3 Prenatal Growth: <i>Stages, Threats, Being a Mother</i></p> <p>2.4 Giving Birth: <i>The Process, Problematic Birth and Mortality</i></p> <p>3. <u>Physical Growth and Aging Across the Life Span</u></p> <p>3.1 Stages and Changes in Physical Growth: <i>Life Cycles of Infancy, Changes in Body Shape, Height, and Weight From Childhood to Adulthood, Aging</i></p>

3.2 Motor Development: *Gross Motor Skills, Fine Motor Skills, Norms and Diversity*

3.3 Brain Development: *Synaptic Pruning, Reflexes and Lateralization, Environmental Influences, The Link Between Brain Growth and Cognitive Development*

3.4 Perceptual Development: *Sensory through Lifespan, Habitualization in Infants*

4. Cognitive Growth: Piaget and Vygotsky

4.1 Piaget's Approach: *Sensorimotor Stage, Preoperational Stage, Concrete Operational Stage, Formal Operational Stage, Other Approaches to Postformal Thought*

4.2 Vygotsky's View: *The Zone of Proximal Development, The Role of Culture*

4.3 Development of Attention: *Lifespan Changes, Children's Planning and Control, Attention-Deficit/Hyperactivity Disorder*

4.4 Development of Memory: *Lifespan Changes, Children's Testimony, Dementia*

5. Development of Intelligence and Language

5.1 Development of IQ: *Lifespan changes, IQ and School Achievement, Creativity, Individual and Gender Differences*

5.2 Mental Retardation, Gifted and Talented, Unsociable Brainiacs

5.3 Schooling Through Lifespan: *Kindergarten to High School, Lifelong Learning, Head Start*

5.4 Delayed Gratification and School Achievement

5.5 Development of Language: *Lifespan Course, Prelinguistic Communication, Timetable of Beginning to Talk, Language Acquisition*

5.6 Critical Period, Bilingualism, Learning to Read and Dyslexia

6. Social and Emotional Development and The Development of Personality

6.1 Early Social Relationships: *Strange Situation Paradigm and Attachment, Peer Interaction*

6.2 Attachment in Adulthood: *Intimate Relationship, Love*

6.3 Emotional Development: *Lifespan Changes, Empathy, Anxiety, Depression, Happiness*

6.4 Personality Development Across the Life Span: *Temperament, Erikson's Theory of Psychosocial Development, Personality from Early Childhood to Late Adulthood, Midlife Crisis, Life Review and Reminiscence, Personality and the Interaction of Genetics and the Environment*

7. Development of The Self and Gender

7.1 Development of The Self: *The Roots of Self-Awareness, Development of Self-Identity, Defining the Self Through Life Events*

7.2 Evaluating the Self: *Self-Esteem in Different Stages*

7.3 Gender Identity: *Children's Understanding, Gender Differences and Similarity*

7.4 Sexual Maturation and Sexuality: *Body Image, Puberty, Sexual Relationship, Homosexuality*

8. Peer Relationship and Family

8.1 Theory of Mind and Play in Early Childhood

8.2 Friendship and Its Characteristics from Middle Childhood to Adulthood

8.3 Family: Family Type, Modern Women, Family Ties in Middle and Late Adulthood

8.4 Parenting: *The Role of Mother, The role of Father, Parent-Child Relationship, Sibling Relationship, The Role of Grandparents*

9. Moral Development and Aggression

9.1 Moral Development: *Piaget, Kohlberg, Gilligan's Work, Moral Cultivation*

9.2 Moral Reasoning and Moral Emotion: *Haidt's Work*

9.3 Values, Religion, and Spirituality: *From Childhood to Adulthood*

9.4 Aggression and Violence: *The Roots of Aggression, Aggression in School and Family*

	<p>10. <u>Death and Grieving : The End of Life</u></p> <p>10.1 Death and Dying Across the Life Span: <i>Causes and Reactions</i></p> <p>10.2 Understanding the Process of Dying: <i>Kubler-Ross' Theory, Euthanasia</i></p> <p>10.3 Grief and Bereavement: <i>Stages of Grief, Cultural Differences in Grieving</i></p>						
<p>Teaching/Learning Methodology</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Face-to-face / Online Lectures</td> <td style="text-align: right;">27 hours</td> </tr> <tr> <td>Seminars (Tutorials)</td> <td style="text-align: right;">12 hours</td> </tr> <tr> <td style="text-align: center;">TOTAL</td> <td style="text-align: right;">39 hours</td> </tr> </table> <p>To achieve Intended Learning Outcome a and c, both interactive mass lectures and web-assisted lecture notes are prepared by the subject coordinator. The web-assisted learning and teaching activities are designed to encourage students' self-study after lectures. The subject instructor is committed to strike a flexible balance of interactive activities through student-teacher interaction, web-assisted self-assessment, discussions, and group project. Multi-media materials are used to facilitate learning.</p> <p>To achieve Intended Learning Outcome b and d, research-based group seminars and web-assisted quizzes are arranged to enhance students' understanding of the developmental psychology knowledge acquired from the lectures, web-assisted deliverables and assigned readings. These methods are considered as both a supplement to lectures and a self-learning tool for reinforcing students' integration and internalization.</p> <p>Project groups should be formed at the beginning of a semester to facilitate preparation and teamwork for one research-based seminar group presentation and project report-writing. Consultation session is arranged before the seminars. Students can discuss the project with the instructor and receive feedback. Students are expected to make improvements in the project based on the feedback from the instructor. Prompt feedback can be provided for each student after taking the web-assisted quizzes. The on-line zoom chatroom can also provide a platform for interactive discussions among students, and also for exchange views with subject instructor.</p>	Face-to-face / Online Lectures	27 hours	Seminars (Tutorials)	12 hours	TOTAL	39 hours
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Assessment Methods Alignment Intended Learning Outcomes	in with	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
				a	b	c	d
		1. One Seminar Group Presentation	20 %	✓	✓	✓	✓
		2. One Written Integrative Project Group Report	20 %	✓	✓	✓	✓
		3. Web-assisted Quizzes; Attendance and Participation	20 %	✓	✓	✓	
		4. Final Quiz	40 %	✓	✓	✓	✓
Total	100 %						
<p>The grade is calculated according to the percentage assigned.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment methods include both continuous assessment and a final quiz. Coursework is based on continuous assessment, which includes web-assisted quizzes, attendance and participation, one research-based seminar group presentation and one written report.</p> <p><u>Web-assisted Quizzes; Attendance and Participation</u> Web-assisted quizzes cover the subject syllabus and essential reading requirements, which are generally presented in the form of multiple choice. They are used to assess students' learning at the recall, comprehension, analysis and application levels, that are adaptable for a wide range of course contents and learning outcomes. Also, students are expected to attend the classes and participate actively e.g., Q&A sessions during the seminars.</p> <p><u>Group Presentation and One Group Project Report</u> Students will be provided with hands-on opportunities in interactive class discussions and participating in psychological research projects, selecting one thematic seminar topic for group presentation, and completing one seminar group project report. All these experiential learning and evidence-based research experience will help enhance students' understanding of the essential theoretical and empirical knowledge of the psychological theories acquired in lectures as well</p>							

	<p>as their indigenous and global trends. Students are reinforced to apply and integrate their psychological theories into the real-life practice through their active participation in the research-based seminar projects. The students are therefore assessed according to:</p> <ul style="list-style-type: none"> a) the comprehensiveness and accuracy of contents; b) the appropriate application of knowledge; and c) clarity in both verbal presentation and written report. <p><u>Final Quiz</u> A final quiz, in the form of multiple-choice questions, for all students to demonstrate their level of advanced knowledge and assess the intended learning outcomes of this subject.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> • Lecture 	27 Hrs.
	<ul style="list-style-type: none"> • Seminar 	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> • Preparation for Seminar Group Presentation and Writing an Integrative Project Group Report 	30 Hrs.
	<ul style="list-style-type: none"> • Web-assisted Quizzes 	15 Hrs.
	<ul style="list-style-type: none"> • Preparation for the final quiz 	25 Hrs.
Total student study effort	109 Hrs.	
Reading List and References	<p><u>Essential</u> Feldman, R. S. (2016). <i>Life span development: A topical approach</i> (3rd ed.). Upper Saddle River, NJ: Prentice Hall/Pearson.</p> <p><u>Supplementary</u> Santrock, J. W. (2018). <i>Life-span development</i> (17th ed.). New York: McGraw-Hill Education.</p> <p>Bee, H., & Boyd, D. (2012). <i>The developing child</i> (13th ed.). Boston, MA: Allyn & Bacon.</p> <p>Bell, P., Staines, P., & Mitchell, J. (2001). <i>Evaluating, doing and writing research in psychology: A step-by-step guide for students</i>. London: SAGE Publications.</p> <p>Berger, K. S (2015). <i>The developing person through childhood and adolescence</i> (10th ed.). New York: Worth Publishers.</p> <p>Berk, L. E. (2012). <i>Child development</i>. Boston, MA: Allyn & Bacon/Pearson.</p>	

- Berk, L. E. (2017). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Bjorklund, D. F., & Pellegrini, A. D. (2002). *The origins of human nature: Evolutionary developmental psychology*. Washington, D.C.: American Psychological Association.
- Bond, M. H. (Ed.). (2010). *The Oxford handbook of Chinese psychology*. New York: Oxford University Press. (HKPolyU call no. GN635.C5 O94 2010).
- Bornstein, M. H. (2019). *Handbook of parenting* (3rd ed.). New York: Psychology Press.
- Boyd, D., & Bee, H. (2015). *Life-span development* (7th ed.). Boston, MA: Pearson/Allyn and Bacon.
- Greig, A., Taylor, J., & MacKay, T. (2013). *Doing research with children: A practical guide* (3rd ed.). London: SAGE Publications.
- Kuther, T. L. (2018). *Lifespan development in context: A topical approach*. London: SAGE Publications.
- Newman, B.M., & Newman, P.R. (2017). *Development through life: A psychosocial approach* (13th ed.). Belmont, CA: Wadsworth/Cengage Learning
- Papilia, D.E., Olds, S.W., & Feldman, R.S. (2014). *Human development* (13th ed.). New York: McGraw-Hill Higher Education. (with CD-ROM).
- Santrock, J. W. (2017). *A topical approach to life-span development* (9th ed.). Boston: McGraw-Hill Higher Education.
- Von Tetzchner, S. (2018). *Child and adolescent psychology: Typical and atypical development*. New York, NY: Routledge.