



Course Code:	1010HSV
Course Name:	Lifespan Development
Trimester:	Trimester 2, 2017
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Cindy Dawson
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Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Cindy Dawson – CIDA@portal.griffithcollege.edu.au

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

Prerequisites

Nil

Brief Course Description

This course provides students with an understanding of the lifespan development and learning of the person from psychological, sociological and biological perspectives, and the inter-relationship of these perspectives with cultural, social, legal, economic and political frameworks.

The term “development” is applied to changes over time, thus “lifespan development” describes changes in human development that occur over the duration of a lifetime. Each phase or developmental period of the lifespan will be considered across three domains: physical, cognitive, and psychosocial; drawing on theories, models, and research to develop a broad view of human growth and development.

Rationale

A sound understanding of the general patterns of lifespan development greatly enhances the ability of workers in human services to understand and support the needs of individuals.

Aims

This course encourages students to develop an understanding of:

1. human experiences and behaviour within a human development framework;
 2. their own development and the conditions and contexts that have shaped them now and may influence their development in the future;
 3. and consider the impacts of developmental influences on others' life experiences and pathways.
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Learning Outcomes

After successfully completing this course you should be able to:

1. Differentiate the patterns and inter-relationships of lifespan developmental processes, from biosocial, cognitive, and psychosocial perspectives.
2. Use a range of models and approaches to explain human development through the lifespan.
3. Apply knowledge and understanding of lifespan development to simulated human case scenarios.
4. Critically evaluate theories of human development and describe their research underpinnings.

5. Identify and access relevant information and review published literature related to human lifespan development.
 6. Reflect on and evaluate your own study skills and lifespan development in relation to academic processes and human lifespan theories.
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Texts and Supporting Materials

Required Text

- Berk, L. E. (2014). *Exploring lifespan development* (Third ed.). Boston: Pearson.

Recommended Texts / Resources

- Berger, K. (2015). *Developing person through the lifespan*, 9th ed. New York: Worth.
 - Berger, K. (2013). *Invitation to the lifespan* 2nd ed, New York: Worth
 - Hoffnung, M. et al (2012) *Lifespan Development: A chronological approach*, Australia: Wiley
 - Perrin, R. (2014). *Pocket Guide to APA Style*, 5th ed, Australia: Wadsworth Cengage Learning
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Organisation and Teaching Strategies

Teaching methods will include a combination of face-to-face strategies such as interactive lectures, tutorials and workshops. Tutorials and workshops facilitate consolidation, discussion and application of knowledge from the lecture.

It is standard practice at Griffith College that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site. Lecture Captured sessions are not intended as a substitute for a lecture. Elements of the lecture may be edited from the Lecture Capture. Students are encouraged to attend the lectures in real time and use Lecture Capture as supplementary.

Class Contact Summary

Lectures: 2 hours per week (weeks 1 - 12).

Tutorials: 1 hour per week (weeks 1 -12).

Workshops: 1 hour per week (weeks 1 - 11).

Attendance

100% attendance is expected for all classes and to actively involve themselves in discussions. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

You are expected to bring work completed at home to class for group and individual discussion. Further development of ideas is expected during tutorial time.

Preparation and Participation in Class

You are expected to complete your readings and review the lecture notes plus attempt any tutorial/workshop exercises before class so that each week you can actively contribute to your learning and the learning of others in your classes. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

Consultation Times

Attendance during consultation times is optional and students are encouraged to use this extra help to enable you to meet the stated learning outcomes.

Course Materials

Lecture notes will be made available to you on the 1010HSV MyStudy course website on the Griffith College portal and you are advised to download or print these out and bring them to each class so that extra notes can be added. Worksheets for tutorials and workshops when required will be made available on the 1010HSV MyStudy course website on the Griffith College portal and you are advised to download or print these out and bring them to each class so that your responses to questions can be added. Additional learning resources including suggested YouTube videos, readings, content information and activities will be added throughout the course. It is advised that you work through this material as independent learning to enhance your understanding of the topics and to support your assessment completion.

Independent Study

Independent study requires that you spend time outside classes engaged in reviewing course materials available on the course site, completing readings, and undertaking research necessary to complete your assignments. Research includes reading the digitized readings, using library and internet facilities. For this 10 CP course, in addition to attending 4 hours of classes each week, you will need to spend at least 6 hours per week in your own time engaged in activities that will help your learning and fulfil the course objectives (Total of 10 hours study every week).

Program Progression

Students are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 (Australian students) or equal to or greater than 4.0 (International students) in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
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1	Topic 1: Introduction – Understanding Lifespan Human Development	Lecture	Berk, L (2014) Exploring Lifespan Development, p 1-12
	Developmental Domains and Life Line Activity	Tutorial	
	Introduction to course: Navigating Portal, Course Outline and Code of Conduct Glossary	Workshop	
2	Topic 2: Theories of Human Development Part one.	Lecture	Berk, L (2014) Exploring Lifespan Development, p 12-16
	Summarising the Theories	Tutorial	
	Strengths and Weaknesses Glossary	Workshop	
3	Topic 2: Theories of Human Development Part two.	Lecture	Berk, L (2014) Exploring Lifespan Development, p 16-34 On culture and human development: interview with Barbara Rogoff (reading provided via portal)
	Nature vs Nurture Debate	Tutorial	
	Theorists and Theoretical Perspectives Glossary	Workshop	
4	Topic 3: Genes, Environment and the	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapters Two and Three

	Beginnings of Life		
	Developmental Influences	Tutorial	Case Study Provided in Class
	Glossary Developing a Presentation	Workshop	
5	Topic 4: Infancy and Toddlerhood	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapters Four, Five and Six
	Life at One	Tutorial	
	Glossary Quiz 1	Workshop	Topics- 1, 2 & 3
6	Topic 5: Early Childhood	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapters Seven and Eight
	Development across Domains	Tutorial	
	Glossary Scenario/Data Analysis	Workshop	
7	Topic 6: Middle Childhood	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapters Nine and Ten
	Development across Domains	Tutorial	
	Glossary Quiz 2	Workshop	Topics- 4 & 5
8	Topic 7: Adolescence Glossary	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapters Eleven and Twelve
	In Class Presentations	Tutorial	
	In Class Presentations	Workshop	
9	Topic 8: Early Adulthood	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapters Thirteen and Fourteen
	Emerging Adulthood	Tutorial	

	Glossary Quiz 3	Workshop	Topics 6 & 7
10	Topic 9: Adulthood	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapters Fifteen and Sixteen
	Relationships	Tutorial	
	Glossary Essay Format	Workshop	
11	Topic 10: Late Adulthood	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapters Seventeen and Eighteen
	Role of Human Service Professionals	Tutorial	
	Glossary Quiz 4	Workshop	Topics 8 and 9
12	Topic 11: Grief, Loss and End of Life	Lecture	Berk, L (2014) Exploring Lifespan Development: Chapter Nineteen
	End of Life Care	Tutorial	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Exam - selected response: Four Quizzes	20%	1, 2, 3, 4, 5	Weeks 5, 7, 9, 11
2	Presentation - technical or professional: Group PowerPoint presentation & submission of written document	35%	1, 2, 3, 4, 5	Week 8

3	Written Assignment - Essay	45%	1, 2, 3, 4, 5, 6	Week 12
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Assessment Details

1. Weekly Quizzes

Rationale: These quiz items are designed to assist students studying lifespan development. Quizzes have been designed to guide student learning and to enhance learning outcomes in this course. Students will receive early and regular feedback on their performance.

Assessment details: All material presented through the semester for 1010HSV Lifespan Development will be drawn on to prepare for these four quizzes of multiple choice questions to be undertaken throughout the semester. This includes lecture material, tutorials activities and assigned readings. There are four quizzes, worth 5% each. This is an open book assessment.

Marking criteria: Each quiz will be marked in accordance with pre-determined model answers that have been internally moderated.

2. Group Presentation in class (15 minutes including submission of Presentation and reference list in APA6)

Rationale: This assessment will allow small groups of students to develop research skills and show their understanding of the developmental domains within one of the following stages of development: infancy/toddlerhood, early childhood or middle childhood. The assessment is also designed to provide the opportunity for students to develop communication skills written and interpersonal within a group dynamic and presenting to an audience.

Assessment details: Students will be required to work in small groups (allocated during tutorial session Week 3) to develop a PowerPoint presentation of 11 slides on Physical development, Cognitive development; an Psychosocial development of one of the developmental stages assigned to your group Slide 1: Title, Slides 2-10: Content (three slides per domain) Slide 11: Reference List using APA 6 format.

Marking criteria: The presentation will be marked against established criteria, which will be published on the 1010HSV MyStudy course site.

Submission: In class presentation as per the timetable placed on the 1010HSV MyStudy course site and online submission to Turnitin.

3. Written Assignment: Essay (1,500 words)

Rationale: This essay enables you to show your understanding of the impact of life events across the three developmental domains (cognitive, physical and psychosocial) across the lifespan.

Assessment details: Students will chose ONE character from ONE movie (a list of movies and characters is provided on the 1010HSV MyStudy course site), which focuses on the significant event(s) in the character's life story. Explain how each of these significant event(s) have impacted on the character's developmental throughout her/his lifespan.

Marking criteria: The essay will be marked against established criteria which will be published on the 1010HSV MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar, sentence structure, punctuation and APA 6

referencing.

Submission: Online submission to Turnitin

Further details of assessment item expectations will be provided during class and in each assessment descriptor available on the 1010HSV MyStudy course site on the Griffith College portal.

Requirements to pass the course:

In order to pass this course, students must:

- 1. attempt and submit ALL assessment items, AND**
- 2. achieve a minimum cumulative total of 50% from all graded assessments.**

Submission and Return of Assessment Items

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	Yes
Team Work		Yes	Yes

Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

Additional Course Generic Skills

Additional Course Information

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

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