



1. General Course Information

1.1 Course Details

Course Code:	1010HSV
Course Name:	Lifespan Development
Trimester:	Trimester 2 2020
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Cindy Dawson
Document modified:	25th May 2020

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.

Assumed Knowledge

There is no assumed knowledge for this course

1.2 Teaching Team

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

Name	Email
Cindy Dawson	cindy.dawson@staff.griffithcollege.edu.au

1.3 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 will be published on the Griffith College Portal on the course site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course encourages students to develop an understanding of:

- human experiences and behaviour within a human development framework;
- and consider the impacts of developmental influences on others' life experiences and pathways;
- and, the general patterns of lifespan development greatly enhances the ability of workers in human services to understand and support the needs of individuals.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Explain the patterns and inter-relationships of lifespan developmental processes, from physical, cognitive, and psychosocial perspectives.
2. Demonstrate knowledge of a range of theories and research related to human development through the lifespan.
3. Critically evaluate theories of human development and describe their research underpinnings.
4. Identify knowledge related to practitioner skills for working with people across the lifespan.









2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

Hoffnung, M. et al. (2019) Lifespan Development. Fourth Australasian Edition. Wiley

3.2 Recommended Learning Resources

Arnett, J., Chapin, L. & Brownlow, C. (2019). Human Development: A Cultural Approach: Australian and New Zealand Edition. Pearson

Berger, K. (2015). Developing person through the lifespan (9th ed.).Worth.

Berk, L. E. (2014). Exploring lifespan development (4th ed.). Pearson

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You 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 [please see Griffith College Policy Library - Program Progression Policy - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Week	Module 1 Beginnings				
1	<i>Studying Development</i> -Course Information -Domains of development -Lifespan perspectives -Developmental influences	<i>Weekly revision</i> Quiz Glossary What do you think? nature nurture influences Additional videos/podcasts.	<i>(Zoom class)</i> incorporating recap of weekly topic, group work and individual activities 'critical periods of development'		1
2	<i>Theories of Development</i> -What is a developmental theory? -Main theories of development	<i>Weekly revision</i> Quiz Glossary What do you think? neuroscience and development Additional videos/podcasts.	<i>(Zoom class)</i> incorporating recap of weekly topic, group work and individual activities 'summarizing theories'		1, 2, 3
3	<i>Biological foundations, genetics, and prenatal development</i> -Genetic and environmental influences on human development -Prenatal development and environmental influences	<i>Weekly revision</i> Quiz Glossary What do you think? first use of language Additional videos/podcasts..	<i>(Zoom class)</i> Tutorials incorporating recap of weekly topic, group work and individual activities 'gene environment interactions' Kahoot Quizzes		1, 4
	Module 2 Childhood				
4	<i>First Two years of life part two</i> Cognitive and Physical development from birth to two years	<i>Weekly revision</i> Quiz Glossary What do you think? Additional videos/podcasts.	<i>(Zoom class)</i> incorporating recap of weekly topic, group work and individual activities	Online quiz 1 (evidence of learning for module 1)	1,2,3,4





			'concepts of brain development'		
5	<i>First Two years of life part one Psychosocial development from birth to two years</i>	<i>Weekly revision Quiz Glossary What do you think? Temperaments Additional videos/podcasts.</i>	<i>(Zoom class) incorporating recap of weekly topic, group work and individual activities 'attachment theory'</i>		1,2,3,4
6	<i>Early childhood part one Cognitive and Physical development from 2 to 5 years</i>	<i>Weekly revision Quiz Glossary What do you think? Mealtime and families Additional videos/podcasts.</i>	<i>(Zoom class) incorporating recap of weekly topic, group work and individual activities 'importance of play'</i>		1,2,3,4
7	<i>Early Childhood part two Psychosocial development from 2 to 5 years</i>	<i>Weekly revision Quiz Glossary What do you think? Play and the early years Additional videos/podcasts. Student check in</i>	<i>(Zoom class) incorporating recap of weekly topic, group work and individual activities 'trauma and development'</i>		1,2,3,4
8	<i>Middle Childhood Cognitive, Physical and Psychosocial development ages 6 -12</i>	<i>Weekly revision Quiz Glossary What do you think? Theory in practice Additional videos/podcasts.</i>	<i>(Zoom class) incorporating recap of weekly topic, group work and individual activities 'trauma and development'</i>		1,2,3,4
9	<i>Adolescence Cognitive, Physical and Psychosocial development ages 12-18</i>	<i>Weekly revision Quiz Glossary What do you think? Additional videos/podcasts.</i>	<i>(Zoom class) incorporating recap of weekly topic, group work and individual activities 'contemporary issues' Kahoot Quizzes</i>	Online quiz 2 (evidence of learning for module 2)	1,2,3,4
Module 3 Adulthood					
10	<i>Early Adulthood Cognitive, Physical and Psychosocial development ages 20-40</i>	<i>Weekly revision Quiz Glossary What do you think? Early adulthood experiences Additional videos/podcasts.</i>	<i>(Zoom class) incorporating recap of weekly topic, group work and individual activities 'the social clock'</i>		1,2,3,4
11	<i>Middle and Late Adulthood Cognitive, Physical and Psychosocial development ages 40-60 and 60 and beyond</i>	<i>Weekly revision Quiz Glossary What do you think? What</i>	<i>(Zoom class) incorporating recap of weekly topic, group work and individual</i>	Online quiz 3 (evidence of learning for module 3) Essay evidence of	1,2,3,4

		<i>makes a good life? Additional videos/podcasts.</i>	<i>activities 'intergenerational programs' Kahoot Quizzes</i>	learning, overall knowledge form course materials Modules 1-3)	
Module 4 Endings					
12	<i>Death, Dying and Bereavement Biological and Social meanings Theories and Models The role of the human services practitioner</i>	<i>Weekly revision Quiz Glossary What do you think? Applying Kübler-Ross's stage model Additional videos/podcasts.</i>	<i>(Zoom class) incorporating recap of weekly topic, group work and individual activities 'attitudes across the lifespan' Kahoot Quizzes</i>	Online quiz 4 (evidence of learning for module 4)	1,2,3,4



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Module 1 Selected response Quiz	15%	1,2,3	Week 4
2	Module 2 Selected response Quiz	20%	1,2,3	Week 9
3	Module 3 Selected response Quiz	10%	1,2,3	Week 11
4	Module 4 Selected response Quiz	5%	1,2,3	Week 12
5	Essay	50%	1,2,3,4	Week 12

5.2 Evidence of Learning Task Detail

1. Quiz

Rationale: The quiz is designed to assist students studying lifespan development. The quiz has 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 in 1010HSV Lifespan Development will be drawn on to prepare for the quiz of multiple-choice questions to be undertaken at the completion of each module in weeks 4, 9, 11 and 12. This includes content, learning activities, and learning experiences.

Marking criteria: Quiz will be marked in accordance with predetermined model answers that have been internally moderated.

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

Assessment details: Students will choose ONE character from ONE movie (a list of movies and characters is provided on the 1010HSV 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 course site. The writing must be in appropriate academic style, using correct spelling, grammar, sentence structure, punctuation and APA 7 referencing.

Submission: Online submission to Turnitin

Further details of assessment item expectations will be provided during class and the assessment descriptor available on the 1010HSV course site.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Information about Evidence of Learning

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.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.