



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1010HSV</b>
<b>Course Name:</b>	<b>Lifespan Development</b>
<b>Trimester:</b>	<b>Trimester 3 2021</b>
<b>Program:</b>	Diploma of Social and Psychological Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Cindy Dawson
<b>Document modified:</b>	12 August 2021

### 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 teacher can be contacted via the email system on the portal.

Name	Email
Cindy Dawson	<a href="mailto:cindy.dawson@staff.griffithcollege.edu.au">cindy.dawson@staff.griffithcollege.edu.au</a>

### 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of learning experience. 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. Consider the impacts of developmental influences on others' life experiences and pathways. Also, understanding of the general patterns of lifespan development greatly enhance 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. Use theories and research related to human development through the lifespan as part of a professional practice approach.
3. Critically evaluate theories of human development and describe their research underpinnings.
4. Use appropriate APA 7<sup>th</sup> in referencing text and presentation.



## 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 (Text can be accessed via Griffith University Library Catalogue, purchased as a hard copy or as a Revel interactive eBook via the link provided by course coordinator in week 1).

### 3.2 Recommended Learning Resources

Arnett, J. et al. (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. (2017). 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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Epigeum to Academic Integrity online modules within the suite of Academic and Professional Studies courses.

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 teachers 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 Learning Content, Learning Experiences and Learning Activities. Learning Content will be engaged with prior to the scheduled Learning Experience (your weekly class). This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. Learning Activities are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, Anytime Anywhere learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### 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 teacher. 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

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

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
<b>Week</b>	<b>Module 1 Beginnings</b>				
<b>1</b>	<i>Studying Development</i> -Course Information -Domains of development -Lifespan perspectives -Developmental influences	<i>Incorporating recap of weekly topic, group work and individual activities 'critical periods of development'</i>	<i>Weekly revision Quiz Glossary What do you think? nature nurture influences Additional videos/podcasts.</i>		1
<b>2</b>	<i>Theories of Development</i> -What is a developmental theory? -Main theories of development	<i>Incorporating recap of weekly topic, group work and individual activities 'summarizing theories'</i>	<i>Weekly revision Quiz Glossary What do you think? neuroscience and development Additional videos/podcasts.</i>		1, 3

3	Biological foundations, genetics, and prenatal development -Genetic and environmental influences on human development -Prenatal development and environmental influences	Incorporating recap of weekly topic, group work and individual activities 'gene environment interactions'	Weekly revision Quiz Glossary What do you think? first use of language Additional videos/podcasts.		1, 2, 3,
<b>Module 2 Childhood</b>					
4	First Two years of life part one Cognitive and Physical development from birth to two years	Incorporating recap of weekly topic, group work and individual activities 'motor skills' and 'concepts of	Weekly revision Quiz Glossary What do you think? Additional videos/podcasts.	A1 Due 20% Online quiz 1 (evidence of learning for module 1)	1,2,3
5	First Two years of life part two Psychosocial development from birth to two years	Incorporating recap of weekly topic, group work and individual activities 'temperament' and 'attachment	Weekly revision Quiz Glossary What do you think? Temperaments Additional videos/podcasts		1,2,3
6	Early childhood part one Cognitive and Physical development from 2 to 5 years	Incorporating recap of weekly topic, group work and individual activities 'importance of play'	Weekly revision Quiz Glossary What do you think? Mealtime and families Additional videos/podcasts.		1,2,3
7	Early Childhood part two Psychosocial development from 2 to 5 years	Incorporating recap of weekly topic, group work and individual activities 'trauma and development' Essay Planning and	Weekly revision Quiz Glossary What do you think? Play and the early years Additional videos/podcasts. Student check in		1,2,3
8	Middle Childhood Cognitive, Physical and Psychosocial development ages 6 -12	Incorporating recap of weekly topic, group work and individual activities 'trauma and development'	Weekly revision Quiz Glossary What do you think? Theory in practice Additional videos/podcasts.	<b>Essay draft plan due for teacher review and feedback</b>	1,2,3
9	Adolescence Cognitive, Physical and Psychosocial development ages 12-18	Incorporating recap of weekly topic, group work and individual activities 'identity' and 'contemporary	Weekly revision Quiz Glossary What do you think? Additional videos/podcasts.		1,2,3,4

<b>Module 3 Adulthood including Grief and Loss</b>					
<b>10</b>	<i>Early and Middle Adulthood Cognitive, Physical and Psychosocial development ages 20-40</i>	<i>Incorporating recap of weekly topic, group work and individual activities 'resilience'</i>	<i>Weekly revision Quiz Glossary What do you think? Emerging adulthood experiences Additional videos/podcasts</i>		1,2,3
<b>11</b>	<i>Late Adulthood Cognitive, Physical and Psychosocial development ages 40-60 and 60 and beyond  Death, Dying and Bereavement Biological and Social meanings Theories and Models The role of the human services practitioner</i>	<i>Incorporating recap of weekly topic, group work and individual activities 'intergenerational programs' Applying Kübler-Ross's stage model Short Answer Practice</i>	<i>Weekly revision Quiz Glossary What do you think? What makes a good life? 'attitudes across the lifespan' Additional videos/podcasts.</i>	<i>A2 Due 50% Final Essay evidence of learning, overall knowledge from course materials Modules 1-3)</i>	1,2,3
<b>12</b>	<i>Course review Overview of topics and key revision areas</i>	<i>Incorporating recap of weekly topic, group work and individual activities to prepare for final evidence of learning task Kahoot Quiz</i>	<i>Revision and Practice Exam</i>	<i>A3 Due 30% Online quiz 2 (evidence of learning for modules 2 &amp; 3)</i>	1,2,3,4



## 5. Evidence of Learning (Evidence of Learning Task Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
<b>1</b>	Selected response Quiz	20%	1,2,3	Week 4
<b>2a</b>	Draft Submission essay		1,2,3,4	Week 8
<b>2</b>	Essay	50%	1,2,3,4	Week 8 + 11
<b>3</b>	Selected response and short answer Quiz	30%	1,2,3	Exam Block

## 5.2 Evidence of Learning Task Detail

### 1. Quiz 1 20%

**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.

**Evidence of learning task details:** All material presented in 1010HSV Lifespan Development will be drawn on to prepare for the quiz of forty multiple-choice questions to be undertaken at the completion of module one in week 4. This includes readings, content, learning activities, and learning experiences.

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

This evidence of learning task is weighted at 20% of your overall course mark and assess learning outcomes 1, 2, and 3.

### 2. Written Assignment: Essay (1,500 words) 50%

**Evidence of learning task 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. Students will be required to submit a draft essay plan in week for teacher review and feedback.

**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 evidence of learning task expectations will be provided during class and the evidence of learning task descriptor available on the 1010HSV course site.

This evidence of learning task is weighted at 50% of your overall course mark and assess learning outcomes 1, 2, 3 and 4.

### 3. Quiz 2 30%

**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.

**Evidence of learning task details:** All material presented in 1010HSV Lifespan Development will be drawn on to prepare for the quiz of 20 multiple-choice questions and 8 short answer to be undertaken at the completion of module three in Exam Week. This includes readings, content, learning activities, and learning experiences.

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

This evidence of learning task is weighted at 30% of your overall course mark and assess learning outcomes 1, 2, 3 and 4.



## 5.3 Late Submission

An evidence of learning (assessment) task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning task 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 task, 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 Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 task in this course (marks for this task 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 tasks 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 tasks 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 Evidence of Learning Tasks – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to evidence of learning tasks 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.

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