1. General Course Information

1.1 Course Details

Course Code:	1010HSV
Course Name:	Lifespan Development
Trimester:	Trimester 2, 2024
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Jesse Rostagno
Document modified:	

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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Cindy Dawson	cindy.dawson@staff.griffithcollege.edu.au
Jesse Rostagno	jero@portal.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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 7th in referencing text and presentation.

2.3   Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		✓
	Creativity and Future Thinking		

3.   Learning Resources

3.1 Required Learning Resources

Hoffnung, M. et al. (2022) Lifespan Development. Fifth Australasian Edition. Wiley (Text can be accessed   via [Griffith University Library Catalogu](#)e, purchased as a hard copy or as a Revel interactive eBook via the link   provided by course coordinator in week 1). If you wish to view the textbook through the Griffith Library you will need to sign in using your S number and password.

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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.

- Study Toolbox – there is a dedicated website for this course on the Griffith College Digital Campus.

- 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 Academic Integrity online modules within the Academic and Professional Studies course.

- 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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to   organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

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. Weekly Guide: Learning Content, Learning Experiences, and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
	Module 1 Beginnings				
1	*Studying Development* *-Course Information* *-Domains of development* *-Lifespan perspectives* *-Developmental influences*	*Incorporating recap of weekly topic, group work and individual activities 'critical periods of development'*	*Weekly revision* *Quiz* *Glossary* *What do you think? nature nurture influences* *Additional videos/podcasts.*		*1*
2	*Theories of Development* *-What is a developmental theory?* *-Main theories of development*	*Incorporating recap of weekly topic, group work and individual activities 'summarizing theories'*	*Weekly revision* *Quiz* *Glossary* *What do you think? neuroscience and development* *Additional videos/podcasts.*		*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,*
	Module 2 Childhood				
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 brain development'*	*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 theory'	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 Researching	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.	**Essay draft plan due for teacher review and feedback**	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 issues'	Weekly revision Quiz Glossary What do you think? Additional videos/podcasts.		1,2,3,4
	Module 3 Adulthood including Grief and Loss				
10	Early and Middle Adulthood Cognitive, Physical and Psychosocial development ages 20-40	Incorporating recap of weekly topic, group work and individual activities 'resilience' 'stress' and 'the social clock'	Weekly revision Quiz Glossary What do you think? Emerging Adulthood experiences Additional videos/podcasts		1,2,3
11	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	Incorporating recap of weekly topic, group work and individual activities 'intergenerational programs' Applying Kübler- Ross's stage model Short Answer Practice	Weekly revision Quiz Glossary What do you think? What makes a good life? 'attitudes across the lifespan' Additional videos/podcasts.	**A2 Due 50% Final Essay evidence of learning, overall knowledge from course materials Modules 1-3)**	1,2,3

12	Course review Overview of topics and key revision areas	Incorporating recap of weekly topic, group work and individual activities to prepare for final evidence of learning task Kahoot Quiz	Revision and Practice Exam	A3 Due 30% Online quiz 2 (evidence of learning for modules 2 & 3) Exam Block	1,2,3,4

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Selected response Quiz	20%	1,2,3	Week 4
2a	Draft Submission essay	10%	1,2,3,4	Week 8
2	Essay	40%	1,2,3,4	Week 8 + 11
3	Selected response and short answer Quiz	30%	1,2,3	Exam Block

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative <u>and</u> summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: Quiz 1 (20%)

Task Type: Quiz
Due Date: Week 4
Weight: 20%, Marked out of:40
Duration: (40 minutes)
Task Description: 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. 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.
Criteria and Marking: Quiz will be marked in accordance with predetermined model answers that have been internally moderated.
Submission: online quiz/exam

2. Evidence of Learning Task 2: Essay (50%)

Task Type: Written Assignment - Essay
Due Date: Week 8 and 11
Weight: 50%, Marked out of 100
Length: 1200 words
Task Description: The aim of this task is to allow you to apply your understanding of lifespan development across the developmental domains (physical, cognitive and psychosocial) using relevant developmental theories. The task is to write a 1200 word research based essay applying theoretical understandings taught in this course. Including critical analysis using theoretical perspectives and their compatibility with assumptions of the lifespan perspective - development is lifelong, multi directional, highly plastic and influenced by multiple, interacting forces.
Students will be required to submit a draft essay plan in week for   teacher review and feedback.
Criteria and Marking: 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. 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.
Submission: Turnitin via the course site

3. Evidence of Learning Task 3: Quiz (30%)

Task Type: Quiz
Due Date: As per examination timetable.
Weight: 30%, Marked out of: 60
Duration: (80 minutes)
Task Description: 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. All material presented in 1010HSV Lifespan Development will be drawn   on to prepare for the quiz of 20 multiple-choice questions and 4 short answer to be undertaken at the   completion of module three in Exam Week. This includes readings, content, learning activities, and learning   experiences.
Criteria and Marking: Quiz will be marked in accordance with predetermined model answers that have been internally moderated.
Submission: Online quiz/exam

In order to pass this Course, students must:

A. Demonstrate assurance of learning by achieving a minimum of 50% overall for all assessment items combined

5.3 Late Submission

An Evidence of Learning 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Evidence of Learning Tasks.

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 course site 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 Digital Campus. 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 Course Site and made available to students through the 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [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 behavior, 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 behavior 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 behaviors 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 not out of the ordinary risks associated with this course.