



Course Code:	1804NRS
Course Name:	Psychosocial Development Across the Lifespan
Trimester:	Health Care Trimester 3, 2018
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Susan Lawrence
Document modified:	28 August 2018

Teaching Team

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

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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

There are no prerequisites for this course

Brief Course Description

Nurses work closely with individuals across the lifespan. This course introduces students to psychosocial concepts and principles that underpin human behaviour facilitating understandings about ways in which people engage in health and illness. Students require general knowledge of lifespan development and a more specific understanding of risk and resiliency factors influencing psychosocial wellbeing and impacting upon health and human development. This course will provide students with knowledge and skills necessary to respond to these factors by examining frameworks through which resilience may be promoted with vulnerable individuals and groups. How individuals and communities experience and adapt to health transitions in order to facilitate health and wellbeing is explored. Students will learn through wide reading; in-class discussion; group presentation; and practice of therapeutic skills.

Rationale

Nurses work closely with individuals across the lifespan. This course introduces students to psychosocial concepts and principles that underpin human behaviour thereby facilitating understanding about the ways in which people engage in health and illness. Students will learn through wide reading, in class discussion in groups and practice of therapeutic skills, and through on-line activities. There will be a focus on presentation skills.

Aims

The aim of this course is to introduce students to psychosocial concepts and principles that underpin human behaviour facilitating understandings about ways in which people engage in health and illness. It provides students with the knowledge to underpin psychosocial health assessment and the care of individuals, families and communities with psychological and mental health issues. It takes a developmental approach to exploring human development across the lifespan and the interaction of physical, psychological and social factors in this development. In addition, the course aims to provide students with the opportunity to critically reflect on the social determinants of disease and to take a global perspective on health, wellbeing and ill health.

Learning Outcomes

After successfully completing this course you should be able to:

1. Identify the key factors that influence lifespan development and human behaviour;
 2. Discuss the psychosocial, cultural and environmental factors that impact on individuals, families and communities; and
 3. Describe the Registered Nurse's contribution to promoting psychosocial and emotional well-being within the interdisciplinary team.
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Texts and Supporting Materials

Required Text:

Papalia, D.E., & Martorell, G. (2015). Experience human development (13th ed.). New York, NY: McGraw Hill Education.

Recommended Readings:

All recommended readings will be provided on the 1804NRS MyStudy course site on the Griffith College Student Portal. There will be access to online resources, web links and interactive learning materials.

Recommended Text:

Organisation and Teaching Strategies

The teaching methods in this course will include lectures, interactive tutorials based on group participation, interactive workshop sessions, and lecturer and self-directed activities. 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. Students are encouraged to attend the lectures in real time and use Lecture Capture as supplementary learning platforms.

Class Contact Summary

Classes for Psychosocial Development Across the Lifespan:

Lectures: 2.5 hours per week (1-10).

Tutorials: 2 hours per week (1 -10) & Revision week (11).

Workshops: 1 hour per week (1-10).

Attendance

100% attendance is expected for all classes. Students are reminded that attendance in class will be marked for all elements. To receive full attendance, students must be present in the classroom on all occasions for the entire allocated time.

Students are expected to bring work completed at home to all tutorials and workshops for group and individual discussion. Reflection on the development of your thinking, attitudes and knowledge is expected during tutorials and workshops.

Preparation and Participation in Class

Students are expected to complete readings and review the lecture notes plus complete learning activities as directed before class in order to actively contribute to your learning. Students 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 on the 1804NRS MyStudy website and students are encouraged to print these out and bring them to each class so that extra notes can be added. The course tutorial and workshop workbook is available for purchase in the Griffith University Co-op Bookstore.

Independent Study

Independent study requires that students spend time outside classes engaged in learning necessary to acquire the knowledge, skills and attitudes needed to both achieve the learning outcomes and complete your assignments. Independent study includes reading the required text books, using library and internet facilities. For this 10 CP course, students will need to spend at least 10 hours per week engaged in study both timetabled classes and independent study.

Program Progression

Students are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%.

Progression to the Bachelor of Nursing from the Diploma of Health Care is subject to quota restrictions and is determined on the basis of academic merit. Selection is competitive as the number of eligible graduates generally exceeds the 120 places available to College graduates.

Australian students: At a minimum, you need to complete the diploma with a GPA equivalent to Griffith University's admission rank requirement for entry to the Bachelor of Nursing. Contact Griffith College for GPA to rank equivalencies.

International students: At a minimum, you need to complete the diploma with a GPA of at least 4.0 (on a 7 scale) to be considered in the quota selection. However this varies from year to year and may be higher than 4 [please see Griffith College Policy Library - Program Progression Policy and the Program Information Sheet Diploma of Health Care Trimester 2 2018 – Progression, for more information].

Content Schedule

Module 1: Understanding the Lifespan L.O.s 1, 2

Topic 1.1: Human development and the lifespan

Topic 1.2: Theory and the lifespan

Module 2: Development through Childhood L.O.s 1, 2, 3

Topic 2.1: Early childhood I: Infancy to toddlerhood (0-3 years)

Topic 2.2: Early childhood II: Preschoolers (3-6 years)

Topic 2.3: Middle childhood (6-11 years)

Topic 2.4: Threats to childhood development

Module 3: Development through Adolescence and Adulthood L.O.s 1, 2, 3

Topic 3.1: Adolescence (11-20 years)

Topic 3.2: Young adulthood (20-40 years)

Topic 3.3: Middle adulthood (40-65 years)

Topic 3.4: Late adulthood (65 + years)

Topic 3.5: Death, dying & bereavement

Module 4: Resilience Across the Lifespan L.O.s 3

Topic 4.1: Promoting resilience across the lifespan

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Human Development and the Lifespan	Lecture	Topic 1.1 Human Development and the Lifespan Course text: Chapter 1
	Human Development and the Lifespan	Tutorial	
	1804NRS Overview of Course Outline, assessments and introduction to course site.	Workshop	

2	Theory and the Lifespan		Topic 1.2 Theory and the Lifespan Course text: Chapter 2
	Human Development and the Lifespan Theory and the Lifespan	Tutorial	
	Review of theorists	Workshop	
3	Early Childhood I: Infancy to Toddlerhood (0-3 years)	Lecture	Topic 2.1 Early Childhood I: Infancy to Toddlerhood Course text: Chapters 4, 5 & 6
	Early Childhood I: Infancy to Toddlerhood	Tutorial	
	Introduction to resilience	Workshop	Topic 4.1 Promoting Resilience Across the Lifespan Reading available on course site
4	Early Childhood II: Preschoolers (3-6 years)	Lecture	Topic 2.2 Early Childhood II: Pre-schoolers Course text: Chapters 7 & 8
	Early Childhood II: Preschoolers)	Tutorial	
	Review of understanding weeks 2 & 3 content Planning Oral Presentations	Workshop	
5	Middle Childhood (6-11 years)	Lecture	Topic 2.3 Middle Childhood Course text: Chapters 9 & 10
	Middle Childhood. Promoting resilience in children	Tutorial	Topic 4.1 Promoting Resilience Across the Lifespan Reading available on course site

	Planning Oral Presentations	Workshop	
6	Risks and Resilience	Lecture	Topic 2.4 Risks and Resilience
	Risks and Resilience Development	Tutorial	Readings available on course site Mid trimester exam review
	Assessment 2: Oral Presentations 1	Workshop	
7	Adolescence (11-20 years)	Lecture	Topic 3.1 Adolescence Course text: Chapters 11 & 12
	Adolescence Promoting resilience during adolescence	Tutorial	Topic 4.1 Promoting Resilience Across the Lifespan Reading available on course site
	Assessment 2: Oral Presentations 2	Workshop	
8	Young Adulthood (20-40 years)	Lecture	Topics 3.2 Young Adulthood Course text: Chapters 13 & 14
	Promoting Resilience in Young Adulthood Development	Tutorial	
	Assessment 2: Oral Presentations 3	Workshop	
9	Middle Adulthood (40-60 years) Late Adulthood (60+ years)	Lecture	Topic 3.3 Middle Adulthood Course text: Chapters 15 & 16 Topic 3.4 Late Adulthood Course text: Chapters 17 & 18
	Promoting Resilience	Tutorial	Topic 4.1 Promoting Resilience Across the Lifespan Reading available on course site

	throughout adulthood		
	Assessment 2: Oral Presentations 4	Workshop	
10	Death, Dying & Bereavement Promoting resilience during adversity	Tutorial	Reading available on course site
	Death, Dying & Bereavement	Lecture	Topic 3.5 Death, Dying & Bereavement Course text: Chapter 19
	Assessment 2: Oral Presentations 5	Workshop	
11	Revision and examination preparation	Tutorial	End of trimester exam review

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Presentation - technical or professional Group presentation	20%	1, 2 and 3	Weeks 5-10
2	Exam – selected and constructed responses Mid trimester exam	35%	1, 2 and 3	Week 6

3	Exam – selected and constructed responses End of trimester exam	45%	1, 2 and 3	Final Examination Week
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Assessment Details

Overall assessment in this course is designed to ensure students have attained the learning outcomes for the course. As this course is designed to provide foundational knowledge of human lifespan development, identification of risk and promotion of resiliency factors influencing psychosocial wellbeing and impacting upon health and human development, students will be assessed primarily on their knowledge and understanding of such content.

1. Oral Presentation

Rationale: Knowledge of human development over the lifespan is critical to effective nursing practice. The oral presentation enables students to attain a beginning level understanding of psychosocial development in a specific period of the lifespan, demonstrate their ability to work collaboratively with peers and display effective presentation and communication skills vital to professional practice.

Assessment details: Working in groups of three students as assigned by the Course Coordinator, students will research an assigned topic and prepare a 20 minute oral presentation supported by PowerPoint. Presentations will take place during 1804NRS Workshops.

Marking criteria: Oral presentations will be marked in accordance with pre-determined marking criteria that have been pre-moderated.

2. Mid Trimester Exam

Rationale: This individual assessment item is designed to assess the knowledge and understanding of the core concepts covered in lectures, tutorials and worksheets during the first five weeks of trimester.

Assessment details: This two hour examination will comprise of multiple choice and short answer questions/responses.

Marking criteria: The mid trimester examination will be marked according to a pre-moderated set of model answers and will undergo a full post-moderation or benchmarking process.

3. End of Trimester Examination

Rationale: This individual assessment item is designed to assess the knowledge and understanding of the core concepts covered in lectures, tutorials and worksheets throughout the trimester.

Assessment details: This two hour examination will comprise of multiple choice and short answer questions/responses

Marking criteria: The mid trimester examination will be marked according to a pre-moderated set of model answers and will undergo a full post-moderation or benchmarking

process.

Further details on assessment will be provided to students via the course site on GRIFFITH COLLEGE's Student Portal and in classes during the trimester.

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

Normally students will be able to collect assignments in class within fourteen [14] days of the due date for submission of the assignment.

Retention of Originals

Students 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 assignment, 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 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

Your assessment will be marked so that you can learn from your work. Feedback will be provided so that you can see the level you have reached in any skill. Your tutor will give you comments on your work and will be happy to discuss your assessment further, if you wish. You may see your tutor in his/her consultation time.

Marks awarded for in-trimester assessment 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 piece of assessment in this course - marks for this item will be provided with the final course result.

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	Practiced	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

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 on the Griffith College portal whenever these are available.

Student feedback on their courses can be found by going to ‘Student feedback’ under Support in the Griffith College Student Portal.

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

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

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