1. General Course Information

1.1 Course Details

Course Code:	1804NRS
Course Name:	Psychosocial Development Across the Lifespan
Trimester:	Health Care Trimester 3, 2019
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Susan Lawrence
Document modified:	9th September 2019

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.

Assumed Knowledge

Prerequisites

There are no prerequisites for this course

1.2 Teaching Team

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

Name	Email
Susan Lawrence	Susan.Lawrence@staff.griffithcollege.edu.au
Greta Bryson	Greta.Bryson@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 and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

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

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.

2.2 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.

2.3 Generic skills

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	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

3. Learning Resources

3.1 Required Resources

Required Text:

Hoffnung, M., Hoffnung, R.J., Seifert, K.L., Hine, A., Pause, C., Ward, L., Signal, T., Swabey, K., Yates, K. & Burton-Smith, R. (2019) Lifespan Development, (4th ed.) Milton, Australia: Wiley & Sons,

3.2 Recommended Resources

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.

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 personal support such as Counselling; Academic support; and Welfare support.

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 Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may 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 Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. 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 Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, 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.

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

Program Progression – Part 2

Progression to the Bachelor of Nursing from the Diploma of Health Care is subject to quota restrictions and is determined based on 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].

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 (0-2 years)
Topic 2.2: Early childhood II: Preschoolers (2-6 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 (40-60 years)
Topic 3.4: Late adulthood (60 + 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

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings
1	Human Development and the Lifespan	Lecture	Topic 1.1 Human Development and the Lifespan Course text: Chapter 1: Studying Lifespan Development
	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: Theories of development.
	Human Development and the Lifespan Theory and the Lifespan	Tutorial	
	Review of theorists	Workshop	
3	Early Childhood I: Infancy to Toddlerhood (0-2 years)	Lecture	Topic 2.1 Early Childhood I: Infancy to Toddlerhood Course text: Chapter 4: Physical and Cognitive Development during the First Two Years. Chapter 5: Psychosocial Development during the First Two Years
	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 (2-6 years)	Lecture	Topic 2.2 Early Childhood II: Pre-schoolers Course text: Chapter 6: Physical and Cognitive Development in Early Childhood; Chapter 7: Psychosocial Development in Early Childhood
	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: Chapter 8: Physical & Cognitive Development in Middle Childhood; Chapter 9: Psychosocial Development in Middle Childhood
	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: Chapter 10: Physical and Cognitive Development in Adolescence;

			Chapter 11: Psychosocial Development in Adolescence
	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: Chapter 12: Physical and Cognitive Development in Early (Young) Adulthood; Chapter 13: Psychosocial Development in Early (Young) Adulthood
	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: Chapter 14: Physical and Cognitive Development in Middle Adulthood; Chapter 15: Psychosocial Development in Middle Adulthood Topic 3.4 Late Adulthood Course text: Chapter 16: Physical and Cognitive Development in Late Adulthood; Chapter 17: Psychosocial Development in Late Adulthood
	Promoting Resilience throughout adulthood	Tutorial	Topic 4.1 Promoting Resilience Across the Lifespan Reading available on course site
	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 18: Dealing with Death and Bereavement
	Assessment 2: Oral Presentations 5	Workshop	
11	Revision and examination preparation	Tutorial	End of trimester exam review

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date

1	Presentation - technical or professional Group presentation	25%	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	40%	1, 2 and 3	Final Examination Week

5.2 Assessment Detail

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.

5.3 Late Submission

An 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. Assessment 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 Assessment Information

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 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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. 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 assessment 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 exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.

3. Marks for **all** assessment 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 overall assessment 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.