



1. General Course Information

1.1 Course Details

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|----------------------------|---|
| Course Code: | 1804NRS |
| Course Name: | Psychosocial Development Across the Lifespan |
| Trimester: | Health Care Trimester 2, 2021 |
| Program: | Diploma of Health Care |
| Credit Points: | 10 |
| Course Coordinator: | Susan Lawrence |
| Document modified: | 29 th April 2021 |

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

There is no assumed knowledge for this course

1.2 Teaching Team

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

| Name | Email |
|----------------|--|
| Susan Lawrence | Susan.Lawrence@staff.griffithcollege.edu.au |
| Kelly Latty | kela@portal.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 found on the Moodle 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

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;
3. Describe the Registered Nurse's contribution to promoting psychosocial and emotional well-being within the interdisciplinary team.



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., 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, Wiley & Sons,

3.2 Recommended Learning Resources

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 - 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 weighted Epigeum 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 lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

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

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find 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 lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

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



4. Learning Content, Learning Activities and Learning Experiences

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

| | Learning Content  | Learning experiences  | Learning activities  | Evidence of learning  | Learning outcome  |
|-------------|--|--|---|---|---|
| Week | Module 1 Understanding the Lifespan | | | | |
| 1 | Human Development and the Lifespan Studying Development -Course Information -Domains of development -Lifespan perspectives -Developmental influences Overview of - Course Outline, - assessments - course site | Lectorials incorporating debate, group work and individual activities through: -Presentations -Polling quizzes -Completing the electronic lectorials workbook activities | -Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions | Non-graded weekly quiz | 1, 2, 3 |
| 2 | Lifespan Theory and the Lifespan Theories of Development -What is a developmental theory? -Main theories of development | Lectorials incorporating debate, group work and individual activities through: -Presentations -Quizlet flashcards -Completing the electronic lectorials workbook activities | -Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions | Non-graded weekly quiz | 1, 3 |
| | Module 2 Development through Childhood + Resilience | | | | |

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| 3 | Early Childhood I: Infancy to Toddlerhood (0-2 years) First Two years of life part one. Cognitive, Physical & Psychosocial development from birth to 2 years Introduction to resilience | () Lectorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes -Completing the electronic lectorials workbook activities | Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions | Non-graded weekly quiz | 1, 2, 3 |
| 4 | Early Childhood II: Pre-schoolers (2-6 years) Early childhood of life part two Cognitive, Physical & Psychosocial development from 2 to 6 years Promoting resilience in Pre-schoolers | Lectorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes - -Completing the electronic lectorials workbook activities | Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions | Non-graded weekly quiz | 1, 2, 3 |
| 5 | Middle Childhood (6-11 years) Cognitive, Physical & Psychosocial development from 6 to 11 years Promoting resilience in children | Lectorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes - -Completing the electronic lectorials workbook activities | Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations | Non-graded weekly quiz A3 Allocated Group Presentation | 1, 2, 3 |
| Module 3 Development through Adolescence and Adulthood + Resilience | | | | | |
| 6 | Adolescence (11-20 years) Cognitive, Physical and Psychosocial development ages 12-18 years Promoting resilience during adolescence | Lectorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes - -Completing the electronic lectorials | Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations | Non-graded weekly quiz A3 Allocated Group Presentation A4 Mid-trimester-exam | 1, 2, 3 |





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| | | workbook activities | | | |
| 7 | Young Adulthood Development (20- 40 years) Cognitive, Physical and Psychosocial development ages 20 to 40 years Promoting Resilience in Young Adulthood Development | Lectorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes - -Completing the electronic lectorials workbook activities | Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations | Non-graded weekly quiz A3 Allocated Group Presentation | 1, 2, 3 |
| 8 | Middle Adulthood (40-60 years) Cognitive, Physical and Psychosocial development ages 40 to 60 years Promoting Resilience throughout middle adulthood | Lectorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes - -Completing the electronic lectorials workbook activities | Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations | Non-graded weekly quiz A3 Allocated Group Presentation | 1, 2, 3 |
| 9 | Late Adulthood (60+ years) Cognitive, Physical and Psychosocial development 60 + years Promoting Resilience throughout late adulthood | Lectorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes - -Completing the electronic lectorials workbook activities | Complete workbook exercises -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations | Non-graded weekly quiz A3 Allocated Group Presentation | 1, 2, 3 |
| 10 | Death, Dying & Bereavement Cognitive, Physical and Psychosocial development | Lectorials incorporating debate, group | Complete workbook exercises | A3 Allocated Group Presentation | 1, 2, 3 |

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| | across lifespan and cultures Promoting resilience during adversity | work and individual activities through: -Presentations -polling quizzes -Completing the electronic lectorials workbook activities | -Watch the talk series, additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations | | |
| 11 | Revision and examination preparation | <i>Revision Games:</i> - Flash cards - Jigsaw - Memory matching - Crossword - Flash peer teaching | | A5 End-of-trimester - exam | 1, 2, 3 |



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

| |  Evidence of learning |  Weighting |  Learning outcome |  Due Date |
|---|---|---|---|---|
| | Weekly Quizzes | non-graded | 1, 2, 3 | Weeks 1-10 |
| 1 | Presentation A1 Technical or professional Group presentation Module 2 | 25% | 1, 2, 3 | Weeks 5-10 TBA in Lectorial |
| 2 | Written Assessment A2 Reflection & Peer Evaluation Module 2 | 15% | 1, 2, 3 | Weeks 5-10 TBA in Lectorial |
| 3 | Exam Assessment A3 Mid trimester exam: selected and constructed responses Modules 1 & 2 | 25% | 1, 2, 3 | Week 6 |
| 4 | Exam Assessment 4 End of trimester exam: selected and constructed responses Modules 1, 2 & 3 | 35% | 1, 2, 3 | Examination Week |

5.2 Evidence of Learning Task Detail

Online revision quizzes (x10) (Non-Graded)

1. Assessment A1: Presentation - technical or professional Group presentation

Due weeks 5-10 - TBA by tutor. Grade weight: 25%. 40 individual marks; 70 group marks.

Working in groups of three students as assigned by the course tutor, students will research an assigned topic and prepare a 15-minute oral presentation supported by PowerPoint of no more than six (6) slides. All details for the oral presentation will be provided on the on the course site within the Assessment section. Submission: In person according to Oral presentation timetable either online or in face to face lectorials.

2. Assessment A2: Written Reflection and Peer Evaluation

Due on day of group presentation. Grade weight: 15%. 25 reflection marks; 15 peer evaluation marks.

This assessment is submitted to Turnitin on or before the day of presentation. Students work with a template for content to produce a 500-word individual reflection addressing their contribution to the group assignment and highlighting what they as an individual learned from researching the topic of their presentation. In addition, student's will provide a peer evaluation of their contribution to the project and individual group member's contribution and collaborations.

3. Assessment A3: Mid Trimester Exam

Due week 6. Grade weight: 25%

This individual assessment item is designed to assess the knowledge and understanding of the core concepts covered in lectorials during the first five weeks of trimester.

Assessment details: This one-hour examination will comprise of multiple-choice 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.

4. Assessment A4 End of Trimester Examination

Due week 12. Grade weight 35%

This individual assessment item is designed to assess the knowledge and understanding of the core concepts covered in the talk series, lectorials and worksheets throughout the trimester.

Assessment details: This 2-hour examination will comprise of multiple choice and short answer questions/responses

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

5.3 Late Submission

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

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning 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 Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

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

6. Policies & Guidelines

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

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam 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 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 within 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.

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