



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1804NRS</b>
<b>Course Name:</b>	<b>Psychosocial Development Across the Lifespan</b>
<b>Trimester:</b>	<b>Trimester 2, 2024</b>
<b>Program:</b>	<b>Diploma of Health Care</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Susan Lawrence</b>
<b>Document modified:</b>	<b>28/05/2024</b>

### Course Description

This course introduces students to human development and the concept of psychosocial changes across the lifespan. Students will gain an understanding of psychosocial development through childhood into adulthood, and this will provide a conceptual foundation for professional practice.

### 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
Susan Lawrence	susan.lawrenceashdown@griffithcollege.edu.au
Kelly Latty	kelly.latty@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 aims to introduce students to the field of human development and the concept of psychosocial changes across the lifespan. Students will gain an understanding of development through childhood, adolescence, into adulthood and this will provide a conceptual foundation for professional practice.



### 2.2 Learning Outcomes

After successfully completing this course, you should be able to:

Identify health determinants, including psychosocial factors, that influence health and wellbeing across the lifespan
Apply knowledge of theories and stages of psychosocial development to explain human behaviour across the lifespan
Examine how health professionals may promote psychosocial wellbeing



## 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., 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 reading will be provided on the course site and will be updated throughout the trimester. There will be access to online resources, web links and interactive learning materials.

### 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 (LDH100 / LDH200)

Successful completion of LDH100 and LDH200 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
					
<b>Module 1: Understanding the Lifespan</b>					
1	Human Development and the Lifespan Studying  Development  Course Information  Domains of development  Lifespan perspectives  Developmental influences  Overview of <ul style="list-style-type: none"> <li>• Course Outline,</li> <li>• Evidence of Learning course site</li> </ul>	Tutorials incorporating debate, teamwork and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Polling quizzes</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	Complete workbook exercises  Watch the talk series, additional videos and resources (incl. the course site)  Complete Review Questions	Non-graded weekly quiz	1, 2, 3

2	<p>Lifespan Theory and the Lifespan</p> <p>Theories of Development</p> <p>What is a developmental theory?</p> <p>Main theories of development</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p>Preparation for A1 online quiz</p>	1, 3
<b>Module 2: Development through Childhood</b>					
3	<p>Prenatal Development (Conception-birth)</p> <p>Early Childhood I: Infancy to Toddlerhood (0-2 years)</p> <p>Factors influencing prenatal health and wellbeing; First Two years of life;</p> <p>Cognitive, Physical &amp; Psychosocial development from birth to 2 years</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Padlet</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p><b>A1: Online Quiz</b></p>	1, 2, 3
4	<p>Early Childhood II: Pre-schoolers (3-6 years)</p> <p>Early childhood of life</p> <p>Cognitive, Physical &amp; Psychosocial development from 3 to 6 years</p> <p>Promoting resilience in Pre-schoolers</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Padlet</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	1, 2, 3
5	<p>Middle Childhood (6-11 years)</p> <p>Cognitive, Physical &amp; Psychosocial development from 6 to 11 years</p> <p>Promoting resilience in children</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Padlet</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul> <p>Presentations Padlet Completing the electronic Tutorials workbook activities</p>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	1, 2, 3

<b>6</b>	<p>Adolescence (11-20 years)</p> <p>Cognitive, Physical and Psychosocial development ages 12-18 years</p> <p>Promoting resilience during adolescence</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Padlet</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p> <p><b>A2 Essay</b> (1500 words)</p>	1, 2, 3
<b>Module 3: Development through Adolescence and Adulthood + Resilience</b>					
<b>7</b>	<p>Young Adulthood Development (20- 40 years)</p> <p>Cognitive, Physical and Psychosocial development ages 20 to 40 years</p> <p>Promoting Resilience in Young Adulthood Development</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Padlet</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	1, 2, 3
<b>8</b>	<p>Middle Adulthood (40-60 years)</p> <p>Cognitive, Physical and Psychosocial development ages 40 to 60 years</p> <p>Promoting Resilience throughout middle adulthood</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Padlet</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	1, 2, 3
<b>9</b>	<p>Late Adulthood (60+ years)</p> <p>Cognitive, Physical and Psychosocial development 60 + years</p> <p>Promoting Resilience throughout late adulthood</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Padlet</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	1, 2, 3
<b>10</b>	<p>Death, Dying &amp; Bereavement</p> <p>Cognitive, Physical and Psychosocial development across lifespan and cultures</p> <p>Promoting resilience during adversity</p>	<p>Tutorials incorporating debate, teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Padlet</li> <li>• Completing the electronic Tutorials workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the talk series, additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>	<p>Non-graded weekly quiz</p>	1, 2, 3



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
	Weekly Quizzes	non- graded	1, 2, 3	Weeks 1-10
<b>A1</b>	<b>Test or quiz</b> Online quiz	20%	1, 2	Weeks 3 TBA
<b>A2</b>	<b>Written assignment</b> Essay (1,500 words)	40%	2, 3	Week 6
<b>A3</b>	<b>Examination – selected response</b> End of trimester examination	40%	1, 2, 3	Examination Week TBA

### 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 and 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: A1 Online Quiz (20%)

**Task Type:** Examination

**Due Date:** Week 3.

**Weight:** 20%,

**Duration:** (40 mins, hrs)

**Length:** 40 mins

**Task Description:** The questions in the quiz will be taken from the content that has been presented in Module One Understanding development and the Lifespan, with one mark possible for each question

**Criteria and Marking:** Students are assessed on 40 MCQs, false/true questions

**Submission:** Online quiz/exam.

#### 2. Evidence of Learning Task 2: A 2 Essay Assignment (40%)

**Task Type:** Written Assessment

**Due Date:** Week 6

**Weight:** 40%,

**Length:** 1500 words

**Task Description:** This written assignment is for you to demonstrate your understanding of applying theoretical knowledge to real-life situations.

You are required to choose one (1) case study from two (2) case studies provided.

You need to identify a theory of human development relevant to your chosen case study and explain the importance of this theory in understanding the situation described. In addition, you will need to identify possible risk factors and protective factors that may impact on the person in your chosen case study and explain how *each* factor could



influence the outcome for this person. Discussion will be based on possible interventions that a nurse could implement to support the resilience of the person in the case study.

This knowledge will assist you in planning care that will support the psychosocial well-being of others.

**Criteria and Marking:** Students are assessed on Rubric 40/40

**Submission:** Turnitin via the course site on or before the due date

### 3. Evidence of Learning Task 3: A3 End of Trimester Examination (40%)

**Task Type:** Examination

**Due Date:** Examination Week

**Weight:** 40%, Marked out of: 80 MCQs and 3 Short answer questions

**Length:** 2 hours

**Task Description:** This individual Evidence of Learning task is designed to assess the knowledge and understanding of the core concepts covered in the talk series, tutorials and worksheets throughout the trimester. This examination will comprise of multiple choice and short answer questions/responses.

**Criteria and Marking:** Students are assessed on a pre-moderated set of model answers and will undergo a full post-moderation or benchmarking process.

**Submission:** online exam

In order to pass this Course, students must:

- A. Attempt and submit all assessment items
- B. Demonstrate assurance of learning of all Learning Outcomes through graded evidence of learning tasks

## 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are not out of the ordinary risks associated with this course.

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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.