



ALLH11006 Life Course Development for Health Professionals

Term 2 - 2017

Profile information current as at 19/04/2024 03:41 pm

All details in this unit profile for ALLH11006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will describe and study changes, continuity and growth that occurs in human development from infancy to older age. It will give an overview of the complexities of development, including theoretical frameworks for understanding patterns of transition and constancy across the human life course. Biological, physical, psycho-social, cognitive, cultural and contextual factors affecting development will be discussed. You will be introduced to concepts and terminology used in life course development. Implications of life course development issues for health professional practice will be explored. This course will provide a sound foundation for understanding expected life course events. It will provide a basis for learning about atypical life course occurrences in subsequent courses.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2017

- Bundaberg
- Distance
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. Online Quiz(zes)

Weighting: 10%

2. Written Assessment

Weighting: 40%

3. Online Quiz(zes)

Weighting: 10%

4. Written Assessment

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from "Have Your Say"

Feedback

Written Assessments were seen as “real world” tasks requiring skills needed for health professional practice. Clarification of information in task instructions needed. Exemplars needed improvement.

Recommendation

The nature and challenges of authentic assessment will be discussed early in the term with students, to assist with clarifying subtasks and requirements. Instructions will be clarified and report templates provided. High quality written assessment exemplars have been sourced, with permission from student authors to publish for next offering.

Feedback from "Have Your Say"

Feedback

Quicker turnaround for written assessment (WA1) feedback. Thorough and detailed feedback given. Not enough feedback given to know how to improve. Comments not provided directly on written assignment.

Recommendation

Strategies and timeframes for feedback return will be reviewed in the context of academic staff workload. Due dates may be revised to facilitate earlier return. Realistic feedback return dates will be explained and clearly published in Moodle.

Feedback from "Have Your Say"

Feedback

Some students enjoyed the lectures as clarifying and focusing on pertinent aspects of the topic. Others felt the lectures were hard to follow on the recording when interactions in real time were included, and too long and irrelevant.

Recommendation

Consider whether lectures are essential for student learning. Consider trial of live Zoom tutorials as an alternative or complementary to shorter lectures. Request venues and AV equipment to align better with teaching approach.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe changes that occur across the human life course: infancy, early and middle childhood, adolescence, adulthood and older adulthood.
2. Explain the impact of physical, biological, cognitive, psychosocial, cultural and contextual factors that relate to life course development.
3. Create case reports that integrate knowledge of life course development concepts for health professional practice.

The content of this unit will allow students to progress towards meeting The Australian Competency Standards for New Graduates (OT Australia 2010), ANZPAC Accreditation Criteria C.Curriculum and Assessment 2.2 Lifespan Physiological Changes, Australian Standards for Physiotherapy (APC, 2006) and Standard 5.1 for Clinical Best Practice (APA 2011). The learning outcomes will contribute to the foundation knowledge required for the Competency Assessment in Speech Pathology (COMPASS®) and the Competency Based Occupational Standards for Speech Pathologists (CBOS, 2011). Unit Learning outcomes link directly to:

Competency Based Occupational Standards for Speech Pathology (CBOS, 2011):

- Unit 1 Assessment- Elements 1.1

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

- Unit 1 Reasoning- Elements 1.2
- Unit 2 Communication- Elements 2.1 and 2.2
- Unit 3 Learning- Elements 3.1, 3.2 and 3.3
- Unit 4 Professionalism- Elements 4.1

World Federation of Occupational Therapy guidelines (2004) suggest that the order of units in occupational therapy courses should ensure the student learning journey is sequential. Unit learning outcomes link directly to Occupational Therapy Australia competencies for Professional Attitudes and Behaviours as listed below:

- 1.4 Promotes and facilitates occupation through application of professional knowledge, skills, attitudes and evidence appropriate to the practice context
- 1.5 Incorporates best available research evidence and professional reasoning into occupational therapy practice
- 1.7 Demonstrates professional knowledge, skills and attitudes appropriate for the working environment

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	1	2	3
1 - Online Quiz(zes) - 10%		•		
2 - Written Assessment - 40%			•	•
3 - Online Quiz(zes) - 10%			•	
4 - Written Assessment - 40%				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence	•	•	•
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Textbooks and Resources

Textbooks

ALLH11006

Prescribed

Lifespan Development: A chronological approach (Australasian edition)

Edition: 3rd ed (2016)

Authors: Hoffnung, M, Hoffnung, RJ, Seifert, KL, Hine, A, Ward, L, Pause, C, Swabey, K, Yates, K

John Wiley & Sons Australia

Milton , QLD , Australia

ISBN: 9780730314707

Binding: Paperback

Additional Textbook Information

Instead of a hard copy text, students may choose to purchase an e-text for this unit. It is accessible forever, is fully interactive and can be downloaded to 3 different devices. Contact the [publisher](#) for more information about the e-text.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Narelle Henwood Unit Coordinator
n.henwood@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Introduction to life course development – diversity, stages and transformations Living and ageing well- towards end of life	Chapter 1: The nature of development pp4-7 Developmental perspectives pp10-12 Continuity within change pp16-18 Ethical constraints studying development pp27-29 Chapter 2: What is a developmental theory? p35 Developmental theories compared pp60-61 Chapter 18 Attitudes towards death pp718-721 Bereavement pp726, 739-742	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes this week- self directed readings and time to recruit WA1 interview subject		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Older adulthood	Chapter 16 What is ageism? pp627-628 The ageing brain pp658-659 Phases of retirement p669 Chapter 17 Optimal ageing pp679-681 The housing continuum pp699-703	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Middle adulthood	Chapter 14 External and internal age related changes pp533-535 Reproductive change pp546-548, pp550-553 Becoming an expert pp561-562 Work pp565-568 Chapter 15 Marriage, divorce and parenting pp590-591, 598-599, Sandwich generation pp611-612	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Early adulthood	Chapter 12 Health in early adulthood p439 Sexuality and reproduction pp453-455 Adult thinking pp464-469 Work pp473-475 Chapter 13 Timing of events pp482-484 Intimate relationships pp492-498 Parenthood pp515-517	WA1 Zoom Q & A session TBC Module 1 Quiz opens Monday 7 August 5.00pm

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 Quiz marks will be released by Thursday.		10% Module 1 Quiz Due: Vacation Week Monday (14 Aug 2017) 5:00 pm AEST

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Biological foundations- genetics, prenatal development Birth and attachment	Chapter 3 Genetic abnormalities pp72-75 The experience of pregnancy pp83 Prenatal influences pp86-91 Birth pp95-96, 101-102. Chapter 4 Infant sleep and arousal pp115-118 Motor development pp119-124 Piaget's stage theory pp140-144 Language acquisition pp150-154 Chapter 5 Early social relationships pp161-167 Attachment pp172-176 Toddler autonomy pp182-183	40% Written Assessment 1 Due: Week 6 Monday (21 Aug 2017) 5:00 pm AEST

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Milestones of Infancy and Early childhood	Chapter 6 Health pp199-203 Motor development pp205-210 Language acquisition pp219-224 Chapter 7 Parenting practices pp237-241 Peer relationships pp246-247 Play pp248-253 Gender role differences pp262-264	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Middle childhood	Chapter 8 Health pp278-279 Motor development pp279-282 Cognitive development pp287-292 Formal education pp300-303 Chapter 9 Sense of self pp313-317 Family relationships pp320-326	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Adolescence	Chapter 10 Puberty pp353-358 Adolescent risk taking pp368-369 Critical thinking pp374-376 Chapter 11 Identity pp391-396 Achieving autonomy pp403-406 Relationships, sexuality and teenage pregnancy pp419-426	WA1 feedback to be returned by 5.00pm Monday 11 September

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
No timetabled lecture or tutorial this week- self directed learning to prepare for Module 2 Quiz and WA2		Module 2 Quiz opens Monday 18 September 5.00pm

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Online Zoom Q & A session this week for questions about final written assessment. No timetabled on-campus lecture/tutorial. Self directed learning and time to complete WA2. Module 2 Quiz marks will be released by Thursday.		WA2 Zoom Q & A session TBC 10% Module 2 Quiz Due: Week 11 Monday (25 Sept 2017) 5:00 pm AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Online Zoom Q & A session this week for questions about final written assessment. No timetabled on-campus lecture/tutorial. Self directed learning and time to complete WA2.		WA2 Zoom Q & A session TBC

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

40% Written Assessment 2 Due:
Review/Exam Week Monday (9 Oct
2017) 5:00 pm AEST

Exam Week - 16 Oct 2017

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

Please note that Zoom sessions will be offered in weeks 11 and 12 where there are no timetabled lectures and tutorials. Zoom sessions will be available for all students including distance mode enrolments. These will occur in Week 5, 11 and 12, just prior to due dates for each Written Assessment. Sessions will be recorded for those unable to attend at that time.

Dates and times for these sessions will be selected by most popular student poll responses to available options listed in Moodle.

Assessment Tasks

1 10% Module 1 Quiz

Assessment Type

Online Quiz(zes)

Task Description

The quiz will contain a mix of multiple choice and short answer questions that relate to concepts from Module 1 (Weeks 1-5) about early, late and older adulthood.

A glossary of common life course terms and concepts that appear in the quiz will be available in the *Assessment Resources Folder* in Moodle. Students are expected to understand the meaning and application of all terminology and concepts in the glossary.

Quiz conditions:

Students will be able to access the quizzes at specified time periods (check Moodle for details), and will have an allocated time limit to complete each quiz. A fast internet connection is required for students who undertake the quiz from off campus.

Questions will be randomly generated from a question bank, so that the quiz will appear different for each student. Students will only get one attempt at the quiz. You may use your textbook during each quiz to help with answering questions.

Students will be marked incorrect if the wrong term is used OR if a term is incorrectly spelled. This is an open book test, so you are able to check your spelling is correct before you submit your responses.

Students may NOT collaborate with other peers to complete the quiz. This is an INDIVIDUAL assessment.

Before you start your quiz:

- Make sure you can access your textbook easily.
- Close any other background programs/tabs on your device.
- Ensure your internet connection is stable.
- If your internet connection is lost during your quiz attempt, email the unit coordinator promptly to discuss resetting your access. It will be helpful if you attach a screen shot of your error message or notification.

Results for Quiz:

Student marks for the Quiz will be released within 3 days of the quiz closure.

IMPORTANT: Students will have until Monday of Week 6 to request any clarification or review of Quiz marks. No requests for review of marks will be considered after this time.

No extension requests will be considered for either quiz.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Vacation Week Monday (14 Aug 2017) 5:00 pm AEST

Quiz 1 will open at 17.00pm on Monday Week 5

Return Date to Students

Marks will be available on Moodle within 3 days AFTER quiz closing date.

Weighting

10%

Assessment Criteria

Online questionnaire with a percentage grading. The quiz will consist of some or all of these question categories:

- Multiple choice Questions
- Fill in the missing word(-s) questions
- Questions relating to multimedia (eg images)
- Short answer questions

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe changes that occur across the human life course: infancy, early and middle childhood, adolescence, adulthood and older adulthood.

Graduate Attributes

- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

2 40% Written Assessment 1

Assessment Type

Written Assessment

Task Description**Overview**

A health professional often meets a client for the first time to discuss the client's history. You will carry out an interview to gather information and create a narrative case history for an older person aged 60-80+ years, using information from a real person you recruit to participate. You will need to demonstrate your ability to organise and document information from clients in relation to reported life course history and events. You will need to categorise information about expected and atypical transitions and occurrences across the life course. Gathering information from an older person can be challenging in the context of typical ageing, as well as when a person is needing healthcare services.

Part A: Narrative Case History

For Part A you will:

1. Seek and obtain consent (verbal or written) from an older adult aged 65-80+ years.
2. Explain why you are interviewing them, who will read the information they share and how long you expect the interview to take (no more than 1- 1½ hours).
3. Before the interview, pre-prepare a list of questions to ask the person related to their transitional life course events in physical, cognitive and psychosocial developmental domains that occurred in the three broad age brackets:
 - Early adulthood (20-40 years)
 - Middle adulthood (40-60 years)
 - Late adulthood (60+years)
4. Interview the person about their experiences.
5. Collate information about the person's expected developmental events and at least one unexpected developmental transition or event. The unexpected event may be an imaginary physical, cognitive or psychosocial event that you create if there is not a real history to report on. Please make any created event authentic and realistic according to life course information discussed in your text book.
6. Write a 1000-word case history that gives information about the persons' age, gender and summarises the interview.

You should not give a word for word account of your interviewee's responses. (See the Written Assessment 1 exemplar.) Your narrative will contain the information you collect from your interview in order of the earliest history first. In your written narrative you will give your interviewee an alias to protect their privacy and confidentiality of information. Include your questions as Appendix 1 at the end of your document.

Part B: Content analysis

For Part B you will

1. Complete the 500 word content analysis table that:

- Includes the names of two life course theories or concepts relevant to each of the three periods of adulthood (a total of six theories or concepts) in Column 1
- Provides an explanation that clearly links the theory or concept to information from the narrative case history (in Column 2)
- Clearly identifies the correct stage of the life course that the concept or theory is relevant for (in column 3)
- Provides two APA 6 style author-date citations for each age period for a total of 6 different sources (in Column 4) from peer reviewed journal articles or text books that **MUST be published from 2011-2017** to support your statements (One of these sources may be your textbook)

2. Provide an explanation about how the interview questions were selected, subject capacity for valid and informed consent, how subject's confidentiality and privacy was protected.

3. Provide a full APA 6 style Reference list for all 6 of your author-date citations identified in the content analysis. Do NOT cite any websites in your Reference List. You will lose marks if you cite websites as sources or dates of source publication are earlier than 2011.

4. By the due date, submit up to three (3) 100MB files (clearly labelled with section) to Moodle with your

- Part A Narrative Case History
- Part B Content Analysis
- Reference List
- Appendix including interview questions and scanned copy of signed and completed consent form

Assessment Due Date

Week 6 Monday (21 Aug 2017) 5:00 pm AEST

Return Date to Students

Monday (11 Sept 2017)

Marking will be completed and returned to students in 3 weeks.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Part A: 1000 word Case history narrative record (50 marks total)

- Interview questions selected are relevant to life course stage and enable the person to tell their story (**5 marks**)
- Accurate and concise description of expected life course transitions for early adulthood (**5 marks**)
- Accurate and concise description of expected life course transitions for middle adulthood (**5 marks**)
- Accurate and concise description of expected life course transitions for older adulthood (**5 marks**)
- Clearly identifies one unexpected life course event that is realistic for the chronological age of occurrence (**5 marks**)
- Provides sequential timeline of events and transitions (**5 marks**)
- Uses correct life course terminology (**5 marks**)
- Uses alias and does not identify real names/places to protect the interviewee identity and confidentiality (**5 marks**)
- Adheres to presentation requirements: Arial or Calibri font type, 12pt, 1.5 line spacings, 2.5cm margins, bold headings and appropriate use of new paragraphs, NO use of additional graphics (**5 marks**)
- Uses professional language (correct tense, accurate word choice, grammar and spelling) (**5 marks**)

Part B: 500 word content analysis (50 marks total)

- Explanation of how the case history relates to 2 or more correct APA style references of developmental theories for early adulthood (**10 marks**)
- Explanation of how the case history relates to 2 or more correct APA style references of developmental theories for middle adulthood (**10 marks**)
- Explanation of how the case history relates to 2 or more correct APA style references of developmental theories for late adulthood (**10 marks**)

- Includes signed written consent, discusses subject capacity for consent, and how informed valid consent was obtained by the interviewer (**10 marks**)
- Professional presentation of written information including APA 6 style referencing (**10 marks**)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Explain the impact of physical, biological, cognitive, psychosocial, cultural and contextual factors that relate to life course development.
- Create case reports that integrate knowledge of life course development concepts for health professional practice.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 10% Module 2 Quiz

Assessment Type

Online Quiz(zes)

Task Description

The quiz will contain a mix of multiple choice and short answer questions that relate to concepts from Module 2 (Weeks 6-10) about birth, infancy, early, middle childhood and adolescence. A glossary of terms that appear in the quiz will be available in the *Assessment Resources Folder* on Moodle.

Quiz conditions:

Students will be able to access the quizzes at specified time periods (check Moodle for details), and will have an allocated time limit to complete each quiz. A fast internet connection is required for students who undertake the quiz from off campus.

Questions will be randomly generated from a question bank, so that the quiz will appear different for each student. Students will only get one attempt at the quiz. You may use your textbook during each quiz to help with answering questions.

Students will be marked incorrect if the wrong term is used OR if a term is incorrectly spelled. This is an open book test, so you are able to check your spelling is correct before you submit your responses.

Students may NOT collaborate with other peers to complete the quiz.. This is an INDIVIDUAL assessment.

Before you start your quiz:

- Make sure you can access your textbook easily
- Close any other background programs/tabs on your device
- Ensure your internet connection is stable
- If your internet connection is lost during your quiz attempt, email the unit coordinator promptly to discuss resetting your access. It will be helpful if you attach a screen shot of your error message or notification

No extension requests will be considered for either quiz.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 11 Monday (25 Sept 2017) 5:00 pm AEST

Quiz will be open from Monday Week 10

Return Date to Students

Marks will be available on Moodle within 3 days after quiz closes.

Weighting

10%

Assessment Criteria

Online questionnaire with a percentage grading. The quiz will consist of some or all of these question categories:

- Multiple choice Questions
- Fill in the missing word(-s) questions
- Questions relating to multimedia (eg images)
- Short answer questions

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe changes that occur across the human life course: infancy, early and middle childhood, adolescence, adulthood and older adulthood.

Graduate Attributes

- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 40% Written Assessment 2

Assessment Type

Written Assessment

Task Description

Overview:

As a health professional you need to demonstrate your ability to gather and record information from clients in relation to reported life course history and events. You need to recognise and categorise information about expected and atypical transitions and occurrences across the life course. Gathering information from a parent can be different to information a client provides about themselves. This task also requires you to begin integrating knowledge about medico-legal documentation in the context of writing for a client record. Many medical records are still handwritten and are not completely electronic. You need to ensure you have skills for legible handwriting in templates common to organisations that provide health services.

Part A: Developmental History SOAP Note

You will create a 1000 word developmental case history from birth to 12 years for an adolescent child, using information from the child's parent. It will be formatted in a SOAP note style and handwritten into a progress note template.

1. Seek and obtain consent (verbal or written) from a parent with a child 13-17 years.
2. Interview the parent about transitional events in physical (gross and fine motor), cognitive and psycho-social developmental domains that occurred for their child in the three broad age brackets:
 - Prenatal to 2 years
 - 3-5 years
 - 6-12 years
3. Collate information about the child's expected developmental events and at least one unexpected developmental transition or event. The unexpected event may be an imaginary physical, cognitive or psychosocial event that you create if there is not a real history to report on. Please make any created event authentic and realistic according to life course information discussed in your text book.
4. Arrange the information you collect in order of the earliest history first and write the history in third person, past tense.
5. Categorise the information into *Subjective* (Most information the parent reports to you will be subjective) or *Objective* (any test results or observations you have made directly during the interview).
6. Write a few brief sentences about your interpretation of what the developmental history means (your Assessment of any future implications from the child's history. You may write this section in third person, present or future tense.

7. You will need to create a brief imaginary *Plan* for your next meeting with the parent and child to discuss the unexpected developmental event. Write the Plan in third person, future tense.
8. You must submit both a Word version and a handwritten SOAP case note up to 1000 words documenting your interview with the parent and the child's history on the template provided. See the WA2 exemplar in the *Assessment Resources Folder*.
9. Scan your handwritten client record entry that meets medico-legal requirements for documenting a child's developmental history and parent information. Submit your scanned handwritten SOAP note as a separate file to Moodle.

Part B: Content analysis

Students will write a 1000 word content analysis to demonstrate understanding of client record documentation standards and life course concepts/theories applicable from birth to adolescence.

1. Write a 1000 word content analysis that describes how your case history SOAP note:
 - Shows your understanding of life course theories from birth to 2 years, from 3-5 years, and 6 years to adolescence.
 - Demonstrates how you have maintained client confidentiality and privacy for your interviewee
 - Records how you obtained valid informed client consent- whether verbal, written or implied and date obtained. You must also note the capacity of the person giving consent and any cultural issues for consent
2. Provides at least two APA 6 style author-date citations for each age period, for a total of 6 different sources (2 references for birth to 2 years, 2 references for 3-5 years and 2 references for 6 years to adolescence) that support the statements in your content analysis. Sources MUST be from peer reviewed journal articles or textbooks **published from 2011-2017**. You are not permitted to cite any websites for this task. One of your sources may be the prescribed text, cited here:

Hoffnung, R.J., Hine, A., Seifert, K.L., Pausé, C., Hoffnung, M., Ward, L., Swabey, K., Burton Smith, R. & Yates, K. (2015). *Lifespan Development* (3rd ed.). John Wiley & Sons Australia: Milton QLD.
3. Provide a full APA 6 style Reference list for all 6 of your author-date citations identified in the content analysis. Do NOT cite any websites in your Reference List. You will lose marks if you cite websites as sources or dates of source publication are earlier than 2011.
4. Submit your scanned handwritten SOAP note, written Content Analysis with references (document can be word processed) to Moodle by the due date. You may submit up to 3 separate files of 100MB each.

Detailed task instructions and exemplars will be available in the *Assessment Resources Folder* on Moodle.

Assessment Due Date

Review/Exam Week Monday (9 Oct 2017) 5:00 pm AEST

Return Date to Students

Marking will be completed and returned to students within 3 weeks.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Part A: 1000 word Handwritten record

- Content is correctly organised in SOAP format (**5 marks**)
- Accurate and detailed description of expected life course transitions from birth to 2 years (**5 marks**)
- Accurate and detailed description of expected life course transitions from 2-5 years (**5 marks**)
- Accurate and detailed description of expected life course transitions from 6 years to adolescence (**5 marks**)
- Describes and clearly identifies one unexpected life course event (**5 marks**)
- Provides sequential timeline of events and transitions (**5 marks**)
- Clearly indicates source of information recorded (**5 marks**)
- Uses correct life course terminology and professional language including correct tense, spelling and grammar (**5 marks**)
- Handwriting is clear and legible (**5 marks**)
- Adheres to correct client record formatting requirements: writes only within margins provided, uses only black pen, writes correct date and 24 hr time of entry, correctly manages errors and blank spaces, signs and writes name, clearly designates professional discipline in capital letters (**5 marks**)

Part B: 1000 word Content analysis

- Explanation of how the case history relates to 2 or more referenced developmental theories from birth to 2 years (**10 marks**)
- Explanation of how the case history relates to 2 or more referenced developmental theories from 3 to 5 years (**10 marks**)
- Explanation of how the case history relates to 2 or more referenced developmental theories from 6 years to

adolescence (10 marks)

- How consent was obtained and client privacy was protected during and after information gathering process (**10 marks**)
- Professional presentation of information including APA style citations and referencing (**10 marks**)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Create case reports that integrate knowledge of life course development concepts for health professional practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem