



ALLH11006 Life Course Development for Health Professionals

Term 2 - 2018

Profile information current as at 27/04/2024 01:06 am

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 - 2018

- 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. **Written Assessment**

Weighting: 40%

2. **Online Quiz(zes)**

Weighting: 10%

3. **Written Assessment**

Weighting: 40%

4. **Online Quiz(zes)**

Weighting: 10%

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

Assessment tasks were relevant to most discipline's health professional practice.

Recommendation

Retain focus of written assessment tasks on client history documentation appropriate for medical records. Further consultation with teaching staff from all disciplines will be carried out to ensure assessment tasks include appropriate generic skills as well as addressing ALLH11006 learning outcomes at an introductory level.

Feedback from Have Your Say Teaching staff reflection

Feedback

Student perceptions of varying levels of detail and usefulness of feedback provided for written assessments.

Recommendation

Marking rubrics will be revised for further clarity in 2018. Clear explanations regarding the type and extent of feedback comments students can expect to receive will be discussed before assessments are returned.

Feedback from Have Your Say Teaching staff reflection

Feedback

Students wanted more explanation of developmental theories and concepts.

Recommendation

Additional clarification of important developmental theories and concepts will be included at the beginning of each learning module. The addition of formative learning activities related to theoretical constructs will be considered.

Feedback from Have Your Say Teaching staff reflection

Feedback

Delivery of lecture and tutorial content was beneficial for some but not all students.

Recommendation

Consistently low student attendance at scheduled classes in Bundaberg over the past 2 years warrants examining additional strategies to support attendance in the future for students at this location. Centrally timetabled Zoom tutorials will be considered for all modes of study. Lecture content will be reviewed for conciseness and relevance. The rationale for including student discussion as the main feature of tutorials rather than during lectures will be explained to students in Week 1.

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

Textbooks and Resources

Textbooks

ALLH11006

Prescribed

Lifespan Development : Australasian edition

Edition: 3rd ed (2015)

Authors: Hoffnung et al

John Wiley and Sons

Milton , Queensland , 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

Matthew Hiskens Unit Coordinator

m.hiskens@cqu.edu.au

Schedule

Week 1 - Welcome to Life Course Development / Life Begins - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 1 (Page 3-108)	

Week 2 - The First Two years of Life - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 2 (Page 111-189)	

Week 3 - Early Childhood - Physical and Cognitive Development - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 3 (Page 193-233)	

Week 4 - Early Childhood - Psychosocial Development - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Part 3 (Page 235-268)

Week 5 - Middle Childhood - Physical and Cognitive Development - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 4 (Page 273-309)	

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - Middle Childhood - Psychosocial Development - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 4 (Page 311-346)	Case Study - The Early Years Due: Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Week 7 - Adolescence - Physical and Cognitive Development - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 5 (Page 349-388)	Quiz - The Early Years Due: Week 7 Friday (31 Aug 2018) 6:00 pm AEST

Week 8 - Adolescence - Psychosocial Development - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 5 (Page 389-432)	

Week 9 - Early Adulthood - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 6 (Page 435-525)	

Week 10 - Middle Adulthood - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 7 (Page 529-621)	

Week 11 - Late Adulthood / Death and Bereavement - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
	Part 8 (Page 625-749)	Case Study - The Later Years Due: Week 11 Friday (28 Sept 2018) 11:45 pm AEST

Week 12 - Review Week - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Quiz - From Adolescence to the Later Years Due: Week 12 Friday (5 Oct 2018) 6:00 pm AEST

Term Specific Information

Lecturer (Liz Clare) availability:

- Open door for drops-ins on Tuesdays after 9am. Building 6, Level G.20 (Rockhampton)
- Thursdays and Fridays via email (e.clare@cqu.edu.au).

Lecture will be on Tuesdays from 1pm to 3pm in Building 05/G.02 (Rockhampton)

Lectures will be recorded and uploaded onto Moodle the same day

Tutorials will be Thursdays 1pm-2pm

Assessment Tasks

1 Case Study - The Early Years

Assessment Type

Written Assessment

Task Description

Part A: Developmental History SOAP Note

Create a 1000 word developmental case history from birth to 12 years for an adolescent child. It will be formatted in a SOAP note style and handwritten into a progress note template.

1. Select a fictional character from the case studies provided
2. Expand on the fictional case study provided to develop a mock interview with the fictional 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
4. 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, ensuring you meet medico-legal requirements.

Part B: Content analysis

Write an 800 word content analysis to demonstrate understanding of client record documentation standards and life course concepts/theories applicable from birth to adolescence.

Assessment Due Date

Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Return Date to Students

Week 8 Friday (7 Sept 2018)

Weighting

40%

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: 800 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

Submission Instructions

Upload the Word version of your assessment in 1 file in either .doc or .docx format. No other format will be accepted. Your SOAP note will need to be scanned and uploaded as a pdf. Your documents must not exceed 100mb each.

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

2 Quiz - The Early Years

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 birth through to middle childhood (Weeks 1-6).

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.

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

This quiz will be open to students for a duration of 7 days. It will open Week 6, Friday (24 August 2018) at 6:00 pm AEST, and close Week 7 Friday (31 August 2018) 6:00 pm AEST)

Further detail is available on the ALLH11006 Moodle page under the 'Assessment' tab.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 7 Friday (31 Aug 2018) 6:00 pm AEST

The quiz will be open for 7 days, as outlined above.

Return Date to Students

Week 7 Friday (31 Aug 2018)

Students will receive an immediate grade upon its completion. Correct answers will be made available after the closure of the quiz.

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

- 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

3 Case Study - The Later Years

Assessment Type

Written Assessment

Task Description

Create a narrative case history for an older person aged 60-80+ years, using information from the case studies provided. 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.

Part A: Narrative Case History

1. Select a case study from those provided and prepare a list of questions that you would 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)
2. Collate information about the person's expected developmental events and at least one unexpected developmental transition or event.

Part B: Content analysis

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).
- Provides an explanation that clearly links the theory or concept to information from the narrative case history
- Clearly identifies the correct stage of the life course that the concept or theory is relevant for.
- Provides two APA 6 style author-date citations for each age period

2. Provide an explanation about how the interview questions were selected, subject capacity for valid and informed consent, how your fictitious subject's confidentiality and privacy would be protected.
3. Provide a full APA style Reference list for all 6 of your author-date citations identified in the content analysis.

Assessment Due Date

Week 11 Friday (28 Sept 2018) 11:45 pm AEST

Return Date to Students

Review/Exam Week Friday (12 Oct 2018)

Weighting

40%

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)

Does not identify any real names/places (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 discussion on fictitious subject's 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

Upload a single file in either .doc or .docx format. No other format will be accepted

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

4 Quiz - From Adolescence to the Later Years

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 adolescence through to late adulthood (Weeks 7-11).

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.

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

This quiz will be open to students for a duration of 7 days. It will open Week 11, Friday (28 September 2018) at 6:00 pm AEST, and close Week 12 Friday (5 October 2018) 6:00 pm AEST)

Further detail is available on the ALLH11006 Moodle page under the 'Assessment' tab.

Number of Quizzes

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Friday (5 Oct 2018) 6:00 pm AEST

The quiz will be open for 7 days, as outlined above.

Return Date to Students

Week 12 Friday (5 Oct 2018)

Students will receive an immediate grade upon its completion. Correct answers will be made available after the closure of the quiz.

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

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