



ALLH11006 Life Course Development for Health Professionals

Term 2 - 2019

Profile information current as at 25/04/2024 05:35 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 - 2019

- Online
- 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 2018 'Have your Say' survey

Feedback

Restructure the content so that each lecture is dedicated to each of the life stages covered.

Recommendation

It is recommended that each lecture align with a life stage to be covered. Some life stages were covered across two lectures, which lead to an overemphasis on some content and slowed down the delivery of the content across the semester.

Feedback from 2018 'Have your Say' survey

Feedback

Students found the weekly tutorials valuable in reinforcing their knowledge, and as an opportunity for interaction and engagement in addressing content and assessment questions.

Recommendation

It is recommended that weekly tutorials continue to be a core part of the delivery of course material for this unit. This will allow distance students (who make up greater than 50% of the cohort) an opportunity to regularly interact with the lecturer.

Feedback from 2018 'Have your Say' survey

Feedback

Students reported that the format of two smaller assessment pieces (rather than one large assessment) assisted their learning. This allowed them to take on board feedback from the first assessment so that they could excel in the second assessment. In doing this they were able to address the criteria of the second assessment with confidence.

Recommendation

It is recommended that the written assessments continue as two small assessments staggered throughout the semester.

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, 4th Australasian Edition

Edition: 4th (2018)

Authors: Michele Hoffnung, Robert J. Hoffnung, Kelvin L. Seifert, Alison Hine, Cat Pausé, Lynn Ward, Tania Signal, Karen Swabey, Karen Yates, Roseanne Burton Smith

Wiley

Australia

ISBN: 9780730363484, 9780730355069

Binding: Paperback

Additional Textbook Information

Paper copies also include a copy of the eBook and are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

eBook only versions are available from the publisher here:

<https://www.wileydirect.com.au/buy/lifespan-development-4th-australasian-edition/>

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM (for weekly online workshops)

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

Anthony Schneiders Unit Coordinator

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Melody Muscat Unit Coordinator

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Jodie Springer Unit Coordinator

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Schedule

Week 1 - Welcome to Life Course Development / Life Begins - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 2 - The First Two years of Life - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 3 - Early Childhood - Physical and Cognitive Development - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4 - Early Childhood - Psychosocial Development - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - Middle Childhood - Physical and Cognitive Development - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - Middle Childhood - Psychosocial Development - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - Adolescence - Physical and Cognitive Development - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Take Home Short Answer Exam
Due: Week 7 Tuesday (3 Sept 2019)
6:00 pm AEST

Week 8 - Adolescence - Psychosocial Development - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 9 - Early Adulthood - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 10 - Middle Adulthood - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11 - Late Adulthood / Death and Bereavement - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - Review Week - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Case Study Report - Life Course Analysis
Due: Week 12 Friday (11 Oct 2019) 9:00 am AEST

Assessment Tasks

1 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 1-4).

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 4, Monday (5th August 2019) at 6:00 pm AEST, and close Week 5 Monday (12th August 2019) 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

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

Return Date to Students

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

An 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

2 Take Home Short Answer Exam

Assessment Type

Written Assessment

Task Description

The AIM of this assessment task is for you to demonstrate your understanding of life course key concepts learned in weeks 1 to 6 of this unit.

Information on this task and general examples will be covered in Weeks 5 & 6 workshops and learning materials.

For this assessment task, you are required to individually complete a take-home exam. The take-home exam requires you to submit written responses to four (4) questions, which will focus on four (4) of the key concepts of the unit: methods for studying development, theories of development; pre-natal-development and early years.

The questions will be released after the Tuesday (27th August) week 6 workshops at 6 PM AEST and you will have seven (7) days to submit your responses, which are due Tuesday (3rd September) week 7 at 6 PM. There will be one question per key concept.

To complete this individual written task, you are required to:

- Read the research paper provided and answer four (4) questions which focus on four (4) life course concepts learned in this unit, using the research paper for context.
- Write four (4) x 400-word responses to each of these questions.
- Conduct independent research to support key concepts and ideas.
- Use appropriate life course terminology.
- Reference using American Psychological Association (APA) guidelines.

Assessment Due Date

Week 7 Tuesday (3 Sept 2019) 6:00 pm AEST

Return Date to Students

Week 9 Wednesday (18 Sept 2019)

Weighting

40%

Assessment Criteria

You will be assessed on the:

- Description and explanation of life course key concepts.
- Selection and application of scholarly literature.
- Communication using correct life course terminology, spelling, grammar and referencing.

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

3 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, Monday (30th September 2019) at 6:00 pm AEST, and close Week 12 Monday (7th October 2019) 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

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

Return Date to Students

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

4 Case Study Report - Life Course Analysis

Assessment Type

Written Assessment

Task Description

In this individual written task - a case study report - you will demonstrate your developing health professional knowledge and skills, by applying a life course perspective to analyse a case study of a health and wellbeing condition at a key life stage.

The case study for this assessment task will be provided to you in Week 8. For further detail on this task, please refer to both the task and criteria sheets for this assessment.

Assessment Due Date

Week 12 Friday (11 Oct 2019) 9:00 am AEST

Return Date to Students

Weighting

40%

Assessment Criteria

You will be assessed on the:

- Description of the health inequality issue.
- Application of a life course perspective to health inequality issue.
- Selection, critique, and application of scholarly literature.
- Communication using correct spelling, grammar and referencing.

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

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