



ALLH11006 Life Course Development for Health Professionals

Term 2 - 2020

Profile information current as at 25/04/2024 11:24 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 - 2020

- 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. **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 Head of Course (HOC) Allied Health

Feedback

This unit requires a complete review. As a first-year service unit delivered to 150+ students across five Allied Health disciplines, it is essential this work be prioritised.

Recommendation

It is recommended that this unit undergo a complete review and that it be given the attention and support that it needs. As a first-year service unit delivered to 150+ students across five Allied Health disciplines, it is essential this work be prioritised.

Feedback from Head of Course (HOC) Allied Health

Feedback

This unit has been delivered by three different academics over the past three years resulting in a significant decline in student satisfaction across all categories. As such, it is recommended that this unit be assigned to a continuing staff member who can invest the necessary time and energy into this unit that is needed.

Recommendation

It is recommended that this unit be assigned to a continuing staff member who can invest the necessary time and energy into this unit that is needed.

Feedback from Have Your Say survey

Feedback

Assessment tasks were confusing and changed various times throughout the term, making it difficult to complete with confidence.

Recommendation

It is recommended that assessment tasks be finalised prior to the beginning of term, and that no changes occur to the assessment tasks once the term commences.

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

Edition: 4th edn Australasian (2018)

Authors: Hoffnung et al.

Wiley

Milton, QLD, Australia

ISBN: 9780730363484

Binding: Paperback

Additional Textbook Information

You can purchase an e-text copy of the textbook here at

<https://www.wileydirect.com.au/buy/lifespan-development-4th-australasian-edition> for approximately \$75 OR you can purchase a print version (with e-text code for online study) included from the CQUni Bookshop

here: <http://bookshop.cqu.edu.au> (search on the Unit code)

You can also access the text book via the CQUniversity Library.

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Cecilia Kitic Unit Coordinator

c.kitic@cqu.edu.au

Melanie Hayman Unit Coordinator

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Schedule

Week 1 - Beginnings: Studying development, theories and prenatal influences. - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Beginnings: Studying development, theories and prenatal influences.	1 to 3	

Week 2 - The First Two years of Life - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The First Two years of Life	4 and 5	

Week 3 - Early Childhood - Physical and Cognitive Development - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Early Childhood - Physical and Cognitive Development	6	

Week 4 - Early Childhood - Psychosocial Development - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Early Childhood - Psychosocial Development	7	

Week 5 - Middle Childhood - Physical and Cognitive Development - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Middle Childhood - Physical and Cognitive Development	8	Online Quiz - From Birth Through to Middle Childhood (Weeks 1 to 5) Open: Week 5 (14 August 2020) 9.00 am AEST Close: Vacation Week (21 August 2020) 9.00 am AEST

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Middle Childhood - Psychosocial Development - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Middle Childhood - Psychosocial Development	9	Case Study Report Due: Week 6 Friday (28 Aug 2020) 9:00 am AEST

Week 7 - Adolescence - Physical and Cognitive Development - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Adolescence - Physical and Cognitive Development	10	

Week 8 - Adolescence - Psychosocial Development - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Adolescence - Psychosocial Development	11	

Week 9 - Early Adulthood - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Early Adulthood	12 and 13	

Week 10 - Middle Adulthood - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Middle Adulthood	14 and 15	

Week 11 - Late Adulthood and Endings - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Late Adulthood and Endings	16 to 18	Online Quiz - From Adolescence to Late Adulthood (Weeks 6 to 11) Open: Week 11 (2 October 2020) 9.00 am AEST Close: Week 12 (9 October 2020) 9.00 am AEST Case Study Report Due: Week 11 Friday (2 Oct 2020) 9:00 am AEST

Week 12 - Review - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Due to the impact of COVID-19, there will be no live lectures delivered in this unit. Instead, you will be required to work through your weekly Online Content before attending your weekly tutorial, which will be delivered each week on Thursday from 9:00 am to 10:00 am AEST via Zoom. To access these tutorials, you simply click the weekly link made available to you via our Moodle page.

Please note that I am a casual academic at CQUniversity, as I also work in private practice. I will endeavour to respond to your emails within 48 hours (two business days).

Assessment Tasks

1 Quiz - From Birth Through to Middle Childhood

Assessment Type

Online Quiz(zes)

Task Description

Content covered throughout weeks 1 to 5 will be covered in an online quiz.

The quiz will be open to students for a duration of seven (7) days, as outlined below:

Online Quiz 1 From Birth Through to Middle Childhood - Friday 14th August 2020 at 9:00 am AEST to Friday 21st August 2020 9:00 am AEST (10%)

The score from this quiz will be converted to a % score out of a maximum 10%.

Online Quiz 1 will contain a mix of multiple choice and short answer questions that relate to concepts from birth through to middle childhood (Weeks 1-5).

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. 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

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

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. Submission will be via the ALLH11006 Moodle page.

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 7th Edition \(APA 7th edition\)](#)

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 Case Study Report

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 4 of this unit.

Information on this task and general examples will be covered in tutorials and learning materials.

For this assessment task, you are required to individually complete a written assessment. Your written assessment will explore physical and cognitive development and psychosocial development from prenatal to 5 years of age. Domains of development (physical, cognitive and psychosocial) will be analysed and integrated with developmental concepts and theories.

You are required to complete four (4) questions and submit these online in one word document.

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

- Conduct independent research to support key concepts and ideas.
- Use appropriate life course terminology.
- Reference using American Psychological Association (APA) guidelines (6th Edition).

Assessment Due Date

Week 6 Friday (28 Aug 2020) 9:00 am AEST

Upload a single word document in either .doc or .docx format via the ALLH11006 Moodle page.

Return Date to Students

Week 8 Friday (11 Sept 2020)

Returned two weeks following submission.

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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload a single word document in either .doc or .docx format via the ALLH11006 Moodle page.

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 Case Study Report

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 5 to 10 of this unit.

Information on this task and general examples will be covered in tutorials and learning materials.

For this assessment task, you are required to individually complete a written assessment. Your written assessment will explore physical, cognitive and psychosocial development from adolescence to middle adulthood. Domains of development (physical, cognitive and psychosocial) will be analysed and integrated with developmental concepts and theories. Your responses are to be supported with relevant academic references.

You will select two (2) of the questions provided to answer, and submit these in a single word document. Each answer should be a maximum of 1000 words in length (including in text references).

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

- Conduct independent research to support key concepts and ideas.
- Use appropriate life course terminology.
- Reference using American Psychological Association (APA) guidelines (6th Edition).

Assessment Due Date

Week 11 Friday (2 Oct 2020) 9:00 am AEST

Upload a single word document in either .doc or .docx format via the ALLH11006 Moodle page.

Return Date to Students

Week 11 Friday (2 Oct 2020)

Returned two weeks following submission.

Weighting

40%

Assessment Criteria

You will be assessed on the:

- Description of life course transitions and application of developmental theory and concepts.
- Selection, critique, and application of scholarly literature.
- Communication using correct spelling, grammar and referencing.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload a single word document in either .doc or .docx format via the ALLH11006 Moodle page.

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

4 Quiz - From Middle Childhood to the Later Years

Assessment Type

Online Quiz(zes)

Task Description

Content covered throughout weeks 6 to 11 will be covered in an online quiz.

This quiz will be open to students for a duration of seven (7) days, as outlined below:

Online Quiz 2 From Middle Childhood to the Later Years - Friday 2nd October 2020 at 9:00 am AEST to Friday 9th October 2020 9:00 am AEST (10%)

The total scores from the quiz will be converted to a % score out of a maximum 10%.

Online Quiz 2 will contain a mix of multiple choice and short answer questions that relate to concepts from Middle Childhood to The Later Years (Weeks 6-11).

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. 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

Students may NOT collaborate with other peers to complete the quiz. This is an INDIVIDUAL assessment. 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 7th Edition \(APA 7th edition\)](#)

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