ALLH11006 *Life Course Development for Health Professionals*

Term 2 - 2022

Profile information current as at 14/12/2025 12:43 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 - 2022

- 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 "Have your Say" Survey

Feedback

The method of content delivery, whereby weekly lecture content is broken into multiple brief lectures and interspersed with learning activities, was enjoyable and beneficial to student learning.

Recommendation

It is recommenced that that lectures continue to be delivered in multiple shorter lectures, interspersed with formative activities, as opposed to one large lecture.

Feedback from "Have your Say" Survey

Feedback

The discussion-based tutorials, building on content delivered in the weekly lectures, was enjoyable and beneficial to student learning.

Recommendation

It is recommenced that that tutorials continue to be discussion-based, providing students with opportunities to ask questions and contribute to discussions, to enhance understanding and student learning.

Feedback from "Have your Say" Survey

Feedback

The weighting of the assessment tasks was considerably higher for the written tasks compared to quizzes, and further detail on the written assessment tasks could be provided in the task descriptions to improve clarity for students.

Recommendation

It is recommended that assessment task weighting be reviewed, and if possible, revised to provide a more even weighting across tasks; however, it is recommended that well-developed authentic assessment tasks continue to be more highly weighed than online quizzes. It is also recommended that the written assessments be reviewed and task sheets be revised to more clearly outline the required tasks.

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):

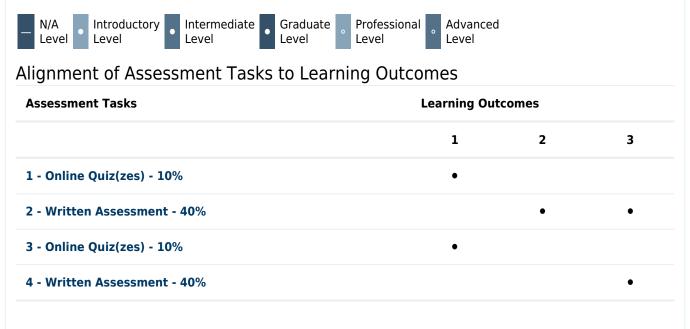- Unit 1 Assessment- Elements 1.1

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 though 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

— N/A Level ○ Introductory Level ● Intermediate Level ● Graduate Level ○ Professional Level ○ Advanced Level

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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 10%		•		•		•	•			
2 - Written Assessment - 40%	•		•	•		•	•	•		
3 - Online Quiz(zes) - 10%		•		•		•	•	•		
4 - Written Assessment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks
ALLH11006

Prescribed

Lifespan Development, 4th Australasian Edition
Edition: 4 (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
ISBN: 9780730363484, 9780730355069
Binding: eBook

Additional Textbook Information
This book is available to read online through the Library website. If you would like your own copy, you can purchase either paper or eBook copies at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

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

Kristie-Lee Alfrey Unit Coordinator
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Thomas Doering Unit Coordinator
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Schedule

Week 1 - Studying development, theories and prenatal influences - 11 Jul 2022

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

Week 2 - The first two years of life - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
The first two years of life	4 and 5	

Week 3 - Early childhood - Physical and cognitive development - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood - Physical and cognitive development	6	

Week 4 - Early childhood - Psychosocial development - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood - Psychosocial development	7	

Week 5 - Middle childhood - Physical and cognitive development - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Middle childhood - Physical and cognitive development	8	

Vacation week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Middle childhood - Psychosocial development - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Middle childhood - Psychosocial development	9	**Early Development Case Study Report** Due: Week 6 Friday (26 Aug 2022) 5:00 pm AEST

Week 7 - Adolescence - Physical and cognitive development - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Adolescence - Physical and cognitive development	10	**Online Quiz 1 - From Birth Through to Middle Childhood** Due: Week 7 Friday (2 Sept 2022) 5:00 pm AEST

Week 8 - Adolescence - Psychosocial development - 05 Sep 2022

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

Week 9 - Early adulthood - 12 Sep 2022

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

Week 10 - Middle adulthood - 19 Sep 2022

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

Week 11 - Late adulthood and endings - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Late adulthood and endings	16 to 18	**Transitional Life Course Development Report** Due: Week 11 Friday (30 Sept 2022) 5:00 pm AEST

Week 12 - Review week - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
No new content	N/A	**Online Quiz 2 - From Middle Childhood to the Later Years** Due: Week 12 Friday (7 Oct 2022) 5:00 pm AEST

Term Specific Information

There are no live on-campus lectures in this unit. You will be required to work through your weekly online 'Lectorial' content, including recorded videos and activities, and associated prescribed text book readings, before attending your weekly online tutorial. Weekly tutorials will be delivered each Friday from 11:30am to 1:00pm (AEST) via Zoom for all students. To access these tutorials, simply click the weekly link made available within the 'Virtual Classes' tile via the ALLH11006 Moodle page.

Assessment Tasks

1 Online Quiz 1 - From Birth Through to Middle Childhood

Assessment Type
Online Quiz(zes)

Task Description
For this online quiz, you are required to demonstrate knowledge and understanding of important content delivered in weeks 1 to 5 of this unit.

The quiz will be open for a duration of fourteen (14) academic days, as outlined below:
Online Quiz 1 - From Birth Through to Middle Childhood (10%) - Opens 5:00pm AEST, Friday 12th August 2022 (week 5); Closes 5:00pm AEST, Friday 2nd September 2022 (week 7).

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

This is an INDIVIDUAL assessment - Students may NOT collaborate with other peers to complete the quiz.
Further detail is available on the ALLH11006 Moodle page under the 'Assessment' tile.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 7 Friday (2 Sept 2022) 5:00 pm AEST

The quiz will be open for 14 academic 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%

Minimum mark or grade
This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50%.

Assessment Criteria
Students are required to answer 50 multiple choice or true/false questions, and will be allocated 60 minutes to complete the quiz.

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 Early Development 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.

For this assessment task, you are required to individually complete a written assessment focusing on physical, cognitive, and psychosocial development from prenatal to 5 years of age. You will describe the role of one (1) Allied Health Professional in supporting healthy early life development, and explore an early developmental concern of your choice, for which a five year old may present to an Allied Health Professional for assessment and/or treatment. 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.

Within this 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 (7th Edition).

Please refer to the ALLH11006 Life Course Development for Health Professionals Moodle page for additional information, including a detailed task description and marking rubric.

Assessment Due Date
Week 6 Friday (26 Aug 2022) 5:00 pm AEST

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

Return Date to Students

You will receive written feedback two (2) weeks following the submission of your assessment task.

Weighting
40%

Minimum mark or grade
This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50%.

Assessment Criteria
This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50% (i.e., minimum mark of 50/100). It is important that you access the marking rubric, available on Moodle. This rubric provides you with detailed marking criteria that will assist you in completing the assessment task.

In this task, you will be assessed on:

- Professional application of a life course approach
- Identification of life course development concerns
- Investigation and application of concepts and theories in life course development
- Communication through scientific writing

This assessment cannot exceed 1500 words. This includes in-text citations but not your title page or references listed on your reference page. NOTE: There are no marks specifically allocated to word limit in the rubric. The assessor will only review and grade the portion of your document that meets this guideline. That is, the assessor will not review or grade any content beyond the first 1500 words.

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 Transitional Life Course Development 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.

For this assessment task, you are required to individually complete a written assessment focusing on physical, cognitive and psychosocial development across transitions from adolescence to middle, and later 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.

Within this 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 (7th Edition).

Please refer to the ALLH11006 Life Course Development for Health Professionals Moodle page for additional information, including a detailed task description and marking rubric.

Assessment Due Date
Week 11 Friday (30 Sept 2022) 5:00 pm AEST

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

Return Date to Students

You will receive written feedback two (2) weeks following the submission of your assessment task.

Weighting
40%

Minimum mark or grade
This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50%.

Assessment Criteria
This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50% (i.e., minimum mark of 50/100). It is important that you access the marking rubric, available on Moodle. This rubric provides you with detailed marking criteria that will assist you in completing the assessment task.

In this task, you will be assessed on:

- Applications of concepts and theories in life course development
- Communication through scientific writing

This assessment cannot exceed 1500 words. This includes in-text citations but not your title page or references listed on

your reference page. NOTE: There are no marks specifically allocated to word limit in the rubric. The assessor will only review and grade the portion of your document that meets this guideline. That is, the assessor will not review or grade any content beyond the first 1500 words.

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 Online Quiz 2 - From Middle Childhood to the Later Years

Assessment Type
Online Quiz(zes)

Task Description
For this online quiz, you are required to demonstrate knowledge and understanding of important content delivered in weeks 6 to 11 of this unit.

The quiz will be open for a duration of fourteen (14) academic days, as outlined below:
Online Quiz 2 - From Middle Childhood to the Later Years (10%) - Opens 5:00pm AEST, Friday 23rd September 2022 (week 10); Closes 5:00pm AEST, Friday 7th October 2022 (week 12)

The score from this quiz will be converted to a % score out of a maximum 10%.
This quiz will consist of multiple choice questions that relate to concepts from middle childhood to the later years of adulthood (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.

This is an INDIVIDUAL assessment - Students may NOT collaborate with other peers to complete the quiz.
Further detail is available on the ALLH11006 Moodle page under the 'Assessment' tile.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 12 Friday (7 Oct 2022) 5:00 pm AEST

The quiz will be open for 14 academic 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%

Minimum mark or grade

This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50%.

Assessment Criteria

Students are required to answer 50 multiple choice or true/false questions, and will be allocated 60 minutes to complete the quiz.

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