ALLH11006 *Life Course Development for Health Professionals*
Term 2 - 2023

Profile information current as at 07/05/2024 10:52 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 - 2023

- 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 Student Unit and Teaching Evaluation

Feedback

The Moodle page for this unit was less organised than other units, and resources were sometimes difficult to find.

Recommendation

It is recommended that the Moodle page for this unit be revised, to replicate other first year ALLH units. It is recommended that the Moodle page be simplified so that content can be more easily located.

Feedback from Student Unit and Teaching Evaluation

Feedback

Students found some quiz questions were ambiguous.

Recommendation

It is recommended that quiz questions are reviewed and revised for clarity.

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
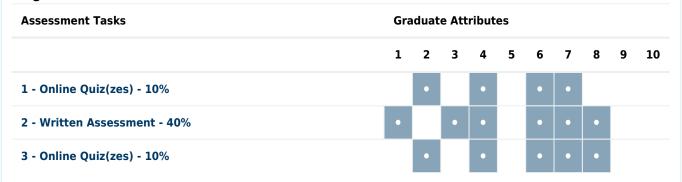
Alignment of Assessment Tasks to Learning Outcomes

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%		●		●		●	●	●		

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
4 - Written Assessment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks
ALLH11006

Prescribed

Lifespan Development
5th Australasian Edition (2022)
Authors: Hoffnung
Wiley
ISBN: 978-0-730-39738-0
Binding: Paperback

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

Davina Taylor Unit Coordinator
d.taylor@cqu.edu.au

Schedule

Week 1 - Studying theories and development - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Studying theories and development	Chapters 1 and 2	

Week 2 - Biological foundation, genetics, prenatal development and birth - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Biological foundation, genetics, prenatal development and birth	Chapter 3	

Week 3 - The first two years: physical, cognitive and psychosocial development - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

The first two years: physical, cognitive and psychosocial development	Chapters 4 and 5	

Week 4 - Early childhood: physical and cognitive development - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood: physical and cognitive development	Chapter 6	

Week 5 - Early childhood: psychosocial development - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood: psychosocial development	Chapter 7	

Vacation week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Middle childhood: physical, cognitive and psychosocial development - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Middle childhood: physical, cognitive and psychosocial development	Chapters 8 and 9	**Early Development Case Study Report** Due: Week 6 Friday (25 Aug 2023) 9:00 am AEST

Week 7 - Adolescence: physical and cognitive development - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Adolescence: physical and cognitive development	Chapter 10	

Week 8 - Adolescence: psychosocial development - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Adolescence: psychosocial development	Chapter 11	**Online Quiz 1 - From Conception Through to Middle Childhood** Due: Week 8 Friday (8 Sept 2023) 9:00 am AEST

Week 9 - Early adulthood: physical, cognitive and psychosocial development - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Early adulthood: physical, cognitive and psychosocial development	Chapters 12 and 13	

Week 10 - Middle adulthood: physical, cognitive and psychosocial development - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Middle adulthood: physical, cognitive and psychosocial development	Chapters 14 and 15	

Week 11 - Late adulthood: physical, cognitive and psychosocial development - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Late adulthood: physical, cognitive and psychosocial development	Chapters 16 and 17	**Transitional Life Course Development Report** Due: Week 11 Friday (29 Sept 2023) 9:00 am AEST

Week 12 - Death and Dying - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Death and Dying	Chapter 18	

Term Specific Information

This unit consists of lectorials, H5P activities and tutorials. Lectorials are a series of short pre-recorded videos that provide fundamental knowledge. H5P activities consist of various types of activities and are usually situated between lectorials, as they are designed to help reinforce your theoretical knowledge and understanding. Tutorials are designed to assist you to apply your theoretical understanding in a practical manner. It is expected that you work through lectorials and H5P activities prior to attending your weekly tutorials. Please, refer to the class timetable for tutorial times and locations. Tutorials will also be provided online and be recorded.

Assessment Tasks

1 Online Quiz 1 - From Conception 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 from conception through to middle childhood.

The quiz will be open for a duration of fourteen (14) days, as outlined below:

Online Quiz 1 (10%)
- Opens: 9:00am AEST, Friday 25th August (Week 6)
- Closes: 9:00am AEST, Friday 8th September 2022 (Week 8).

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 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 8 Friday (8 Sept 2023) 9:00 am AEST
The quiz will be open for fourteen (14) days, as outlined above. Submission will be via the ALLH11006 Moodle page.

Return Date to Students

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

Weighting
10%

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
For this assessment task, you are required to individually complete a written assessment exploring physical, cognitive and psychosocial development from prenatal to 5 years of age. Physical, cognitive and psychosocial development will be analysed and integrated with developmental concepts and theories.
You are required to answer four (4) questions outlined on Moodle under 'Assessment 2'.

Word count
The assessment is 1750 words (+/-10%). This includes the main body of the text and in-text references, but excludes the title page and reference list.

Academic Writing
Please, remember to rely on academic references and developmental theories and concepts.

Please, refer to 'Assessment 2' on Moodle for the full Task Description and Marking Rubric.

Assessment Due Date
Week 6 Friday (25 Aug 2023) 9:00 am AEST

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%. It is important that you access the marking rubric, available on Moodle. The 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 life course approach
- Identification of life course development concerns
- Investigation and application of concepts and theories in life course development
- Communication through academic writing

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
For this assessment task, you are required to individually complete a written assessment exploring physical, cognitive and psychosocial development across life course development. Physical, cognitive and psychosocial development will be analysed and integrated with developmental concepts and theories.
You are required to respond to two (2) of the questions outlined on Moodle under 'Assessment 3'.

Word Count
This assessment is 2000 words (+/-10%). This includes the main body of the text and in-text references. It excludes the title page and reference list.

Academic Writing
Please, remember to rely on academic references and developmental theories and concepts.

Please, refer to 'Assessment 3' on Moodle for the full Task Description and Marking Rubric.

Assessment Due Date
Week 11 Friday (29 Sept 2023) 9:00 am AEST

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%. 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

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 from middle childhood to the later years.
The quiz will be open for a duration of fourteen (14) days, as outlined below:

Online Quiz 2 (10%)
- Opens: 9:00am AEST, Friday 29th September (Week 11)
- Closes 9:00am AEST, Friday 13th October (Review/Exam Week).

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 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
Review/Exam Week Friday (13 Oct 2023) 9:00 am AEST
The quiz will be open for fourteen (14) days, as outlined above. Submission will be via the ALLH11006 Moodle page.

Return Date to Students

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

Weighting
10%

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