PSYC12010 *Introduction to Human Development*
Term 1 - 2020

Profile information current as at 28/04/2024 10:42 am

All details in this unit profile for PSYC12010 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.

Corrections

Unit Profile Correction added on 06-05-20

The end of term examination has now been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

General Information

Overview

This unit will introduce you to the characteristics and processes of human development across the lifespan within the physical, cognitive and psychosocial developmental domains. The theoretical perspectives and concepts that guide thinking and study in the field of developmental science are introduced. A key emphasis throughout the unit is that developmental changes are the result of the complex interplay between nature (genetic endowment, biological influences and maturation) and nurture (environmental influences, experiences and learning). Both the universalities and diversities in human development are explored across diverse contexts and culture. The unit is designed to facilitate a critical and applied understanding of theory and research in the field of developmental science.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

PSYC11008 and PSYC11009
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 1 - 2020

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

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: 30%
2. **Written Assessment**
Weighting: 40%
3. **Examination**
Weighting: 30%

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 feedback via "have your say"

Feedback

Assessment/s using de-identified real life case scenarios would allow for the application of learnt theories and concepts from the unit, lecture discussions and text book by students.

Recommendation

Assessments for unit PSYC12010 to be reviewed with HOC and Discipline Lead - Undergraduate Psychology for proposed implementation of more case scenarios to be included in the assessments for this unit.

Feedback from Unit coordinator review of the unit

Feedback

Written assessment requirement to be reviewed and made more relevant and compatible with units attained in the first year of study for students.

Recommendation

Written assessment requirement to be reviewed and adjusted to better meet the skill level of students and the requirements of working in a clinical or therapeutic setting.

Feedback from Student feedback via "have your say"

Feedback

Cultural content to be more thoroughly discussed and culturally relevant resources examples provided in more depth throughout the unit.

Recommendation

Access Aboriginal knowledge and resources relevant to the unit and incorporate more thoroughly in all of the lecture material and tutorial discussions.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify and describe key developmental characteristics and changes within each of the major stages of the lifespan
2. Apply and demonstrate understanding of the theories, concepts and methods in the field of developmental science
3. Critically analyse social, historical and cultural lifespan perspectives that influence developmental changes and concerns across diverse contexts and cultures.

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) - 30%	●	●	

Assessment Tasks	Learning Outcomes		
	1	2	3
2 - Written Assessment - 40%		•	•
3 - Examination - 30%	•		•

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) - 30%		•		•						
2 - Written Assessment - 40%	•		•				•			
3 - Examination - 30%	•		•	•						

Textbooks and Resources

Textbooks

PSYC12010

Prescribed

Life Span Human Development
3rd Edition ANZ (2018)
Authors: Carol K. Sigelman, Elizabeth A. Rider and Linda De George-Walker
Cengage Learning
South Melbourne , Victoria , Australia
ISBN: 9780170415910
Binding: Hardcover
PSYC12010

Supplementary

Publication Manual of the American Psychological Association
Edition: 7th (2019)
American Psychological Association.
ISBN: 978-1-4338-3216-1
Binding: Paperback

Additional Textbook Information
The APA guide is now in its 7th edition (released in October 2019). We will be using the 7th edition from Term 1 2019. This title can be purchased as a hard, soft, spiral bound, or e-copy.
Copies are available for purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- PsycInfo

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

Cassy Dittman Unit Coordinator
c.dittman@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Introduction to Life Span Human Development	Chapter 1 and pages 616 to 622 of Chapter 12	Lecture only
Week 2 - 16 Mar 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

| Theories of Human Development | Chapter 2 | | Lecture and Zoom Tutorial
ALL ONLINE QUIZZES OPEN THIS WEEK |

Week 3 - 23 Mar 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Genes, Environment, and the Beginnings of Life	Chapter 3		Lecture and Zoom Tutorial

Week 4 - 30 Mar 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Body, Brain and Health	Chapter 4		Lecture and Zoom Tutorial

Week 5 - 06 Apr 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Cognitive Development	Chapter 5		Lecture and Zoom Tutorial QUIZ 1 CLOSES FRIDAY AT 5:00PM (AEST)

Vacation Week - 13 Apr 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
No scheduled classes or activities.			

Week 6 - 20 Apr 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Sensory-Perception, Attention, and Memory	Chapter 6		Lecture and Zoom Tutorial

Week 7 - 27 Apr 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Language, Literacy and Learning	Chapter 8		Lecture and Zoom Tutorial

Week 8 - 04 May 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Self, Personality, Gender and Sexuality	Chapter 9		Lecture and Zoom Tutorial

Week 9 - 11 May 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Social Cognition and Moral Development	Chapter 10		Lecture and Zoom Tutorial QUIZ 2 CLOSES FRIDAY 5:00PM (AEST) **WRITTEN ASSESSMENT (40%)** Due: Week 9 Monday (11 May 2020) 9:00 am AEST

Week 10 - 18 May 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Emotions, Attachment and Social Relationships	Chapter 11		Lecture and Zoom Tutorial

Week 11 - 25 May 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Developmental Psychopathology	Chapter 12		Lecture and Zoom Tutorial

Week 12 - 01 Jun 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**
Death and Dying	Chapter 13		Lecture and Zoom Tutorial QUIZ 3 CLOSES FRIDAY 5:00PM (AEST)

Review/Exam Week - 08 Jun 2020

Module/Topic	**Chapter**		**Events and Submissions/Topic**

Assessment Tasks

1 ONLINE QUIZZES 30%

Assessment Type
Online Quiz(zes)

Task Description
This assessment task comprises three (3) quizzes to be completed and submitted online via the PSYC12010 Moodle site. All three quizzes will open on the same day (Monday, week 2) to allow students to work ahead of the schedule if they wish. However, each quiz will close at different times throughout the term as detailed below, and in your weekly schedule.

Each quiz will consist of 40 questions (10 questions per topic), with a maximum of 120 minutes in which to complete each quiz. The quiz questions will be in multiple choice format. Only one attempt per quiz is permitted.

- Quiz 1 assesses topics 1 to 4 and closes Friday of Week 5 at 5pm (AEST).
- Quiz 2 assesses topics 5 to 8 and closes Friday of Week 9 at 5pm (AEST).
- Quiz 3 assesses topics 9 to 12 and closes Friday of Week 12 at 5pm (AEST).

Number of Quizzes
3

Frequency of Quizzes
Other

Assessment Due Date

Quiz 1 closes Friday of Week 5 at 5pm (AEST). Quiz 2 closes Friday of Week 9 at 5pm (AEST). Quiz 3 closes Friday of Week 12 at 5pm (AEST).

Return Date to Students

Quiz total marks will be returned to students immediately after each quiz is submitted. Marks/responses for each quiz question will be available after each quiz closes.

Weighting
30%

Assessment Criteria
For each quiz, one (1) mark will be awarded for each quiz question answered correctly, and there will be no negative marking penalty for incorrect answers.

Each quiz is marked out of 40 and weighted at 10% of the final unit grade.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
All quizzes are to be completed and submitted on the PSYC12010 Moodle site.

Learning Outcomes Assessed

- Identify and describe key developmental characteristics and changes within each of the major stages of the lifespan
- Apply and demonstrate understanding of the theories, concepts and methods in the field of developmental science

Graduate Attributes

- Problem Solving

- Information Literacy

2 WRITTEN ASSESSMENT (40%)

Assessment Type
Written Assessment

Task Description
This assessment task involves the preparation of a research proposal to investigate a topic within lifespan developmental psychology. The research proposal should be consistent with the three main goals of the study of lifespan developmental science - to describe, explain, and optimise human development across the lifespan.

More specifically, students will be required to select a research question on a topic in developmental psychology from a set of research questions. Students then need to design a study to address the question based on their review of relevant literature and theory. Students should consider the major methods for studying development and select a research design/methodology that will provide information or data to answer the research question. Students should also consider the significance of their proposed research project in terms of its practical importance to the community or society as well as its scientific contribution to existing theory and research in the chosen topic area.

The research proposal should comprise the following 5 sections: Background/literature review; Project aims and hypotheses; Methodology; Significance; Feasibility and ethical considerations.

It is expected that at least one relevant and credible theory or model within developmental psychology is integrated within the proposal.

The research proposal length is 1,350 (minimum) to 1,650 (maximum) words. The word count includes everything in your submission except the Title page and Reference list. Tables and any figures or bullet points that might be used within the proposal will all contribute to the word count.

The research proposal topic choices and further task details will be discussed in tutorials and available from the Assessment 2 Information on the PSYC12010 Moodle site.

Assessment Due Date
Week 9 Monday (11 May 2020) 9:00 am AEST
Essay to be uploaded through the Assessment portal on Moodle.

Return Date to Students
Week 12 Monday (1 June 2020)
Feedback and grades will be uploaded through the Assessment portal on Moodle.

Weighting
40%

Assessment Criteria
The following aspects of the written assessment will be marked using a rubric that provides detailed criteria for performance at each grade level. The marking rubric will be available from the Assessment 2 Information on the PSYC12010 Moodle site.

1. Background and literature review (10 marks)
2. Aims and hypotheses (5 marks)
3. Methodology (10 marks)
4. Significance (4 marks)
5. Feasibility and ethical considerations (4 marks)
6. Quality of written communication skills, presentation style and adherence to word count (5 marks)
7. Adherence to APA (7th ed.) referencing style (2 marks)

The research proposal will receive a total mark out of 40 and also has an overall Unit weighting of 40%.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Essay to be uploaded through the Assessment portal on Moodle.

Learning Outcomes Assessed

- Apply and demonstrate understanding of the theories, concepts and methods in the field of developmental science
- Critically analyse social, historical and cultural lifespan perspectives that influence developmental changes and concerns across diverse contexts and cultures.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
30%

Length
180 minutes

Exam Conditions
Closed Book.

Materials
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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