PSYC12010 *Psychology Across the Lifespan*

Term 3 - 2022

Profile information current as at 12/10/2024 01:09 pm

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.

General Information

Overview

Developmental psychology offers critical insight into human behaviour across the lifespan: why we are who we are, how we became that way, and how we are likely to end up in the future. In this unit, you will develop and apply knowledge of key underlying principles, theories and concepts in developmental psychology from a lifespan perspective. You will also develop and apply scientific knowledge of developmental processes in the physical, cognitive and psychosocial domains. You will explore the key themes that cut across the many and varied topics in lifespan developmental psychology, including issues of lifelong growth and development, nature vs. nurture, continuity within change, developmental diversity, and the importance of the social, historical, and cultural context in development. Throughout the unit, a scientific approach to the study of developmental psychology will be emphasised, and you will be encouraged to develop a critical and applied understanding of theory and research in developmental psychology.

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

24 credit points.
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 3 - 2022

- Online

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. **Take Home Exam**
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

Feedback

Breaking down and discussing the assessment tasks across the weekly lectures and tutorials was useful to clarify expectations.

Recommendation

Continue to provide scaffolded support for students related to assessment tasks, particularly the Research Proposal.

Feedback from Student feedback

Feedback

The combination of a pre-recorded lecture and live tutorial provided more focused time for engaging in content delivery and interactive activities.

Recommendation

Continue to provide opportunities for students to access lecture content prior to tutorial if possible, to allow time for processing information to support engagement with interactive tutorial activities and discussions.

Unit Learning Outcomes

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

1. Apply and analyse the key principles, theories and concepts in lifespan developmental psychology.
2. Describe key developmental processes and changes within each of the major domains of development from a lifespan perspective.
3. Describe, apply and critically evaluate major research methods in developmental psychology.
4. Describe and critically evaluate social, historical and cultural influences on development and developmental psychology.

This unit addresses Foundational Competencies as specified by the Australian Psychology Accreditation Council (APAC). The unit specifically aligns to the following APAC graduate competencies:
1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics: i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology; ii. individual differences in capacity, behaviour and personality; iv. psychological disorders and evidence-based interventions; v. learning and memory; vi. cognition, language and perception; vii. motivation and emotion; viii. neuroscience and the biological bases of behaviour; ix. lifespan developmental psychology; x. social psychology and xii. research methods and statistics.
1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
1.4 Demonstrate an understanding of appropriate values and ethics in psychology.
1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.

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	4
1 - Online Quiz(zes) - 30%	•	•	•	
2 - Research Proposal - 40%			•	•
3 - Take Home Exam - 30%	•	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

Textbooks and Resources

Textbooks

PSYC12010

Prescribed

Life Span Human Development
4th Australian and New Zealand edition (2019)
Authors: Sigelman, C. K., De George, L., Cunial, K., Kohler, M., & Ballam, N.
Cengage Learning Australia
Melbourne , Victoria , Australia
ISBN: 9780170415910
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)
- CQUniversity Library Website (e-Journals)

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

Sharleen Keleher Unit Coordinator
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Schedule

Week 1 - 07 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Life Span Human Development: Definitions, Issues and Theory	Chapter 1 (pp. 1-15) and Chapter 2	

Week 2 - 14 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Science of Life Span Human Development	Chapter 1 (pp. 15-43)	

Week 3 - 21 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Interaction of Genetics and the Environment	Chapter 3 (pp. 97-120)	Quiz 1 opens Friday at 9.00am [AEST]

Week 4 - 28 Nov 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Physical Growth and Development	Chapter 3 (pp. 120-146) and Chapter 4	
Vacation Week - 05 Dec 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
No scheduled classes or activities		
Week 5 - 12 Dec 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Brain and Cognition	Chapter 5	Quiz 1 closes Friday at 5:00pm [AEST]
Week 6 - 19 Dec 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Sensory-Perception, Attention and Memory	Chapter 6	
Vacation Week - 26 Dec 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
No scheduled classes or activities		
Week 7 - 02 Jan 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Language Development	Chapter 8	Quiz 2 opens Friday at 9.00am [AEST]
Week 8 - 09 Jan 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Social Cognition and Moral Development	Chapter 10	
Week 9 - 16 Jan 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Personality, Self and Gender	Chapter 9	Quiz 2 closes Friday at 5:00pm [AEST]
Week 10 - 23 Jan 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Relationships Across the Lifespan	Chapter 11	Quiz 3 opens Friday at 9.00am [AEST]
Week 11 - 30 Jan 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Developmental Psychopathology	Chapter 12	**Research Proposal** Due: Week 11 Monday (30 Jan 2023) 9:00 am AEST
Week 12 - 06 Feb 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Death and Dying	Chapter 13	Quiz 3 closes Friday at 5.00pm [AEST]
Exam Week - 13 Feb 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Take-Home Test (30%) Due: Exam Week Monday (13 Feb 2023) 9:00 am AEST

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. Each quiz contains 40 multiple-choice questions (10 questions per topic). You will have 120 minutes (2 hours) to complete each quiz. Only one attempt per quiz is permitted.
Each quiz will be open for 2 weeks. Details of content and opening and closing dates are detailed below:

- Quiz 1 assesses topics 1 to 4. It opens Friday of Week 3 at 9.00am (AEST) and closes Friday of Week 5 at 5.00pm (AEST).
- Quiz 2 assesses topics 5 to 8. It opens Friday of Week 7 at 9.00am (AEST) and closes Friday of Week 9 at 5.00pm (AEST).
- Quiz 3 assesses topics 9 to 12. It opens Friday of Week 10 at 9.00am (AEST) and closes Friday of Week 12 at 5.00pm (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. Feedback 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.
- There is 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 7th Edition (APA 7th edition)

Submission
Online

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

assessmentOutcome

- 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

assessmentGradAttribute

- Problem Solving
- Information Literacy

2 Research Proposal

Assessment Type
Written Assessment

Task Description
This assessment task involves the preparation of a research proposal to investigate a topic within lifespan developmental psychology. Students will be required to select a research question on a topic in developmental psychology from two possible research questions. Students then need to design either a cross-sectional or longitudinal 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 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 and Ethical considerations. 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 class and detailed information available from the Assessment Tile on the PSYC12010 Moodle site.

Assessment Due Date
Week 11 Monday (30 Jan 2023) 9:00 am AEST

Return Date to Students
Exam Week Monday (13 Feb 2023)

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 Tile on the PSYC12010 Moodle site.

1. Background and literature review (10 marks)
2. Aims and hypotheses (5 marks)
3. Significance (4 marks)
4. Methodology (10 marks)
5. 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 weighting of 40%.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

assessmentOutcome

- 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.

assessmentGradAttribute

- Communication
- Critical Thinking
- Cross Cultural Competence

3 Take-Home Test (30%)

Assessment Type
Take Home Exam

Task Description

- The Take-Home Test will comprise 3 questions, each requiring a 'long answer' written response (approx. 500-600 words for each response).
- The instructions and test questions will be released on the PSYC12010 Moodle site on **Friday, 10th February at 9.00am** (AEST).
- You will complete the test **offline** in a word document.
- You will have the weekend to complete the test and submit it via the designated submission portal on Moodle.
- The test response is due **Monday, 13th February at 9.00am** (AEST).

Please organise your schedules now so that you will be available to complete the test between the 10th and 13th June. Early access to the test will not be permissable under any circumstances. If you are unable to complete the test during the allocated time period, you will need to apply for an extension through Moodle ahead of the release date and attach documentary evidence for the need for an extension. A later test period will be negotiated, and you will be given a different but equivalent set of test questions to complete under the same conditions.

Assessment Due Date
Exam Week Monday (13 Feb 2023) 9:00 am AEST

Return Date to Students

Grades will be released via Moodle approximately 2 weeks after submission.

Weighting
30%

Assessment Criteria
Each question is worth 10 marks. Marks for each question will be based on the following criteria:

- 9 to 10 marks: a comprehensive and well-written response in which 90-100% of possible answer points are included.
- 7 to 8 marks: a good response in which 70-80% of possible answer points are included.
- 5 to 6 marks: an adequate response in which 50-60% of possible answer points are included.
- 3 to 4 marks: a limited response in which 30-40% of possible answer points are included.
- 1 to 2 marks: a very poor response in which 10-20% of possible answer points are included.
- 0 marks: no response or irrelevant response.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Write the response to each question in a word document and submit via the Moodle assessment submission portal.

assessmentOutcome

- Identify and describe key developmental characteristics and changes within each of the major stages of the lifespan
- Critically analyse social, historical and cultural lifespan perspectives that influence developmental changes and concerns across diverse contexts and cultures.

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy

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