PSYC12010 *Psychology Across the Lifespan*
Term 3 - 2023

Profile information current as at 05/05/2024 07:59 pm

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 including PSYC11010 or PSYC11008 or 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 3 - 2023

- 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. **Research Proposal**
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

Students provided positive feedback regarding the detailed tutorial content and learning activities. A small number of students indicated they could not engage with the live or recorded tutorials due to workload.

Recommendation

Continue providing multiple options for students to engage with learning activities flexibly, including inside and outside class time.

Feedback from Teacher reflection

Feedback

Students appear to require more detailed information regarding research ethics and methods for conducting research to support the development of their Assessment 2 research proposals.

Recommendation

Identify opportunities to connect learning in this unit to introductory research ethics and methodology in Level 1 units (e.g., Research Methods 1). Consider expanding content relating to ethics and test selection in lecture content earlier in the term (e.g., Week 2: Science of Human Development topic).

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
Edition: 4th Australian New Zealand ed. (2021)
Authors: Sigelman, C. K., De George, L., Cunial, K., Kohler, M., & Ballam, N.
Cengage
Australia
ISBN: ISBN-10: 0170452816 ISBN-13: 9780170452816
Binding: Paperback
PSYC12010

Supplementary

Publication Manual of the American Psychological Association, Seventh Edition 7th (Revised Edition) (2020)
Edition: 7th (2020)
Authors: American Psychological Association
American Psychological Association
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

Kristie-Lee Alfrey Unit Coordinator
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Cassy Dittman Unit Coordinator
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Schedule

Week 1 - 06 Nov 2023

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 - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic

The Science of Life Span Human Development	Chapter 1 (pp. 15-43)	

Week 3 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
The Interaction of Genetics and the Environment	Chapter 3 (pp. 97-120)	

Week 4 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Physical Growth and Development	Chapter 3 (pp. 120-146) and Chapter 4	

Vacation Week - 04 Dec 2023

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

Week 5 - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Relationships Across the Lifespan	Chapter 11	Quiz 1 opens Monday at 9.00am [AEST]

Week 6 - 18 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Personality, Self and Gender	Chapter 9	Quiz 1 closes Monday at 5:00pm [AEST]

Vacation Week - 25 Dec 2023

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

Week 7 - 01 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Brain and Cognition	Chapter 5	

Week 8 - 08 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sensory-Perception, Attention and Memory	Chapter 6	

Week 9 - 15 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Language Development	Chapter 8	Quiz 2 opens Monday at 9.00am [AEST] **Research Proposal** Due: Week 9 Monday (15 Jan 2024) 5:00 pm AEST

Week 10 - 22 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social Cognition and Moral Development	Chapter 10	Quiz 2 closes Monday at 5:00pm [AEST]

Week 11 - 29 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Developmental Psychopathology	Chapter 12	

Week 12 - 05 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic

| Death and Dying | Chapter 13 | Quiz 3 opens Monday at 9.00am [AEST] |
| | | **Take-home test (30%)** Due: Week 12 Monday (5 Feb 2024) 9:00 am AEST |

Exam Week - 12 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Quiz 3 closes Monday at 5.00pm [AEST]

Term Specific Information

Details for weekly tutorial workshops can be found within the Virtual Classes tile on the PSYC12010 Moodle site.

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 1 week. Details of content and opening and closing dates are detailed below:

- Quiz 1 assesses topics 1 to 4. It opens Monday of Week 5 (11th Dec) at 9.00am AEST and closes Monday of Week 6 (18th Dec) at 5.00pm AEST.
- Quiz 2 assesses topics 5 to 8. It opens Monday of Week 9 (15th Jan) at 9.00am AEST and closes Monday of Week 10 (22nd Jan) at 5.00pm AEST.
- Quiz 3 assesses topics 9 to 12. It opens Monday of Week 12 (5th Feb) at 9.00am AEST and closes Monday of the Review/Exam Week (12th Feb) at 5.00pm AEST.

Number of Quizzes
3
Frequency of Quizzes
Other
Assessment Due Date

Quiz 1 closes Monday of Week 6 at 5pm (AEST). Quiz 2 closes Monday of Week 10 at 5pm (AEST). Quiz 3 closes Monday of the Review/Exam Week at 5pm (AEST). Dates listed above and on Moodle.

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.

Learning Outcomes Assessed

- Apply and analyse the key principles, theories and concepts in lifespan developmental psychology.
- Describe key developmental processes and changes within each of the major domains of development from a lifespan perspective.
- Describe, apply and critically evaluate major research methods in developmental psychology.

2 Research Proposal

Assessment Type
Research Proposal

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 (section 1 of the proposal template) 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, proposal template and further task details will be discussed in class. Detailed information is available from the Assessment tile on the PSYC12010 Moodle site.

Assessment Due Date
Week 9 Monday (15 Jan 2024) 5:00 pm AEST

Return Date to Students
Week 12 Monday (5 Feb 2024)

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

Submission Instructions
Submit through Moodle in a word document using the provided template.

Learning Outcomes Assessed

- Describe, apply and critically evaluate major research methods in developmental psychology.
- Describe and critically evaluate social, historical and cultural influences on development and developmental psychology.

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, 2nd 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, 5th February at 9.00am** (AEST).

Please organise your schedules now so that you will be available to complete the test between the 2nd and 5th February. Early access to the test will not be permissible 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
Week 12 Monday (5 Feb 2024) 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.

Learning Outcomes Assessed

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

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