

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Lifespan Human Development
<b>Unit ID:</b>	BEHAV2001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(At least 60 credit points from ANY subject-area at any level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC2260 and PSYCB2102)
<b>ASCED:</b>	090701

## Description of the Unit:

Lifespan human development examines three domains of human development across the lifespan: physical, social, and cognitive. The importance of culture and the sociohistorical context are highlighted. Areas of interest include prenatal and gender role development, through to aging. Methods of gathering and evaluating evidence relevant to developmental phenomena will be examined and attachment and language acquisition will be discussed.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Identify, describe and assess the life events and crises which may occur across the lifespan
- K2.** Be aware of, and evaluate, systems theory
- K3.** Describe the current theoretical debates regarding learning and memory

#### Skills:

- S1.** Competently outline a range of developmental theories and identify how they can be applied to humans
- S2.** Critically review and evaluate various cultural and social differences that contribute to adult development
- S3.** Identify and critique the evidence used to support current approaches to developmental psychology

#### Application of knowledge and skills:

- A1.** Critically evaluate the role of research and theory in the advancement of knowledge within the field of developmental psychology
- A2.** Discuss major theoretical perspectives that attempt to explain successful aging
- A3.** Effectively communicate their own, and others, research ideas in written reports and presentations

#### Unit Content:

This may include:

Topics may include:

- physical, social, and cognitive aspects of development
- culture and sociohistorical context
- social relationships
- prenatal development
- gender role development
- aging
- methods of gathering and evaluating evidence

- attachment
- language acquisition
- development of morals

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1-K3, S2, A1-A3	A2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	NA	NA
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	S1-S3, A1-A3	A1-A3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	N/A	N/A
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	N/A	N/A

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, S1-S3, A2, A3	Demonstrate and apply knowledge from the textbook, lectures and tutorials in response to questions	Mid-semester test	15-25%
K2, K3, S1-S3, A2, A3	Written assignment: Students will read scientific research reports and will be provided with questions to critique this research	Assignment	35-45%
K1-K3, S1-S3, A1	Demonstrate and apply knowledge from the textbook in response to test questions	Test	35-45%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)