

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	LIFESPAN DEVELOPMENT AND COMMUNICATION
Unit ID:	HEASP1022
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(HEASP5022)
ASCED:	061707

Description of the Unit:

This unit introduces students to the concept of human development across the lifespan with a focus on communication and swallowing. Physical, cognitive and psychosocial development is examined in relation to major theorists and stages of human development from birth through to death. Socio-cultural aspects in relation to multiculturalism and health and well-being are explored.

This unit will also enable students to gain a better understanding of the role of effective communication for health professionals in working with clients across the lifespan. It will identify enablers and barriers to effective communication and how these may affect our interaction with others. It will introduce students to a range of communication techniques and strategies essential for the development and maintenance of workplace relationships and teamwork. These will enable effective interpersonal and therapeutic communication, including clear expression of ideas and views; concise and confident oral and written communication skills; and tailoring communication styles for specific audiences. The unit will be offered to students to promote inter-professional learning as required by the Health Professional's Accreditation Standards, Professional Standards for Speech Pathologist in Australia (2020), National Quality Safeguarding Framework (2018), National Safety, Quality Health Service (NSQHS) Standards and Aged Care Quality Standards (2019).

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<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:

On successful completion of the unit the students are expected to be able to:

Knowledge:

- K1.** Describe and explain physical, cognitive, socio-emotional development and major development period throughout the human lifespan from conception to death;
- K2.** Identify and define major theoretical approaches of human development;
- K3.** Identify effective communication strategies and techniques, including technology that can be used in and across health professions;
- K4.** Discuss the enablers and barriers to effective communication and how it impacts our interaction with others;
- K5.** Identify key aspects of effective public, interpersonal and therapeutic communication in various professional contexts;
- K6.** Explore group processes and group dynamics essential for workplace teamwork interactions;
- K7.** Explore cultural safety, intercultural and inclusive communication strategies in and across health professions while maintaining ethical considerations;

Skills:

- S1.** Identify how physical, cognitive, and socio-emotional theories of development influence health related behaviours and outcomes and relate it to the role of an Allied Health professional;
- S2.** Develop self-awareness about personal communication strengths and weaknesses;
- S3.** Develop empathetic questioning and active listening skills to break down barriers to effective communication;
- S4.** Demonstrate effective academic, oral, and written communication skills appropriate for health professionals;
- S5.** Demonstrate digital literacy and e-documentation skills including health informatics;
- S6.** Develop and assess graduate attributes and Professional Standards of Practice allocated to this unit;

Application of knowledge and skills:

- A1.** Apply socio-cultural influences on human development, health and well-being;

- A2.** Use active listening techniques and effective questioning skills to enhance understanding and show empathy in interpersonal and therapeutic interactions;
- A3.** Apply communication skills and adopt behaviours that enhance working relationships;
- A4.** Utilise proven communication techniques and conflict resolution skills to deal with difficult situations in professional and health contexts;
- A5.** Critically review and reflect upon personal and professional communication skills to promote strategies for ongoing development as a student and a health professional.

Unit Content:

Professional Standards for Speech Pathologist in Australia (2020), Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018), The Occupational Therapy Board of Australia, OTBA Code of Conduct (2014) Australian Occupational Therapy Competency Standards (2018), National Quality and Safeguarding Framework (NQS, 2018), National Safety and Quality Health Service (NSQHS) Standards (2017-2019) and National Aged Care Quality Standards (2019) have substantially informed the syllabus/content of this unit.

Topics may include:

- Lifespan Development
 - Biological beginnings
 - Infancy
 - Early childhood,
 - Middle and late childhood
 - Adolescence
 - Early, middle and late adulthood
 - Death and dying
- Communication
 - Communication strategies and techniques
 - Enablers and barriers to effective communication
 - Language in context
 - Communication technology etiquette, social media, health informatics, e-documentation
 - Intercultural communication & cultural safety Inclusive communication
 - NSQHS Standards especially Standard 6 on Communication
 - Develop and assess graduate capabilities and Professional Standards of Practice allocated to this unit
- Interpersonal Communication
 - Self-awareness and impact of our interactions with others
 - Verbal and non-verbal communication
 - Active listening and questioning skills
 - Therapeutic and helping skills
 - Empathy vs Sympathy
 - Ethical decision making in communication
 - Active, passive, and aggressive communication and its impacts
 - Interviewing skills
- Working with others and inter-professional skills
 - Group processes and dynamics
 - Effective group membership and leadership
 - Teamwork
 - Conflict resolution skills
 - Negotiation & Persuasion
 - Networking and advocacy

- Maintaining professional health care relationships e-documentation, referral, and health informatics
- Inter and intra-professional communication strategies including ISBAR (Identify, Situation, Background, Assessment and Recommendation)
- Academic skills
 - Public speaking
 - Presentation skills
 - Critical thinking & reflective thinking
 - Professional writing for a specific audience
 - Digital literacy

Learning Task and Assessment:

Professional Standards for Speech Pathologists in Australia (2020), Federation University Graduate Attributes and unit Intended Learning Outcomes are assessed in the assessment task.

Students must complete all assessment tasks and achieve a minimum overall grade of 50% to pass this unit

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
1. K3, K4, S1, S3	Content covered in class for first 5 weeks	Online quiz	5-15%
3. K1, K2, K3, K4, K5, K6, K7, S1, S2, S3, S4, S5, S6, A1, A2, A3, A4, A5	An individual essay based on one case study	Essay	35-45%
2. K3, K4, K5, K6, K7, S1, S2, S3, S4, S5, S6, A1, A2, A3, A4, A5	Students will independently construct a presentation that explores effective communication in a healthcare setting.	Oral Presentation	15-25%
4. K1, K2, K3, K4, K5, K6, K7, S1, S2, S3, S4, S5, S6, A1, A2, A3, A4, A5	Content covered in class and online self directed learning	Written Examination	25-35%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)