Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	LIFE SPAN DEVELOPMENT FOR HEALTH A
Unit ID:	NHPHS1003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	061799

Description of the Unit:

This unit introduces students to the concept of human development across the lifespan. 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.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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				✔		

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	☐	☐	☐	☐

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 throughout the human lifespan

K2. Describe the major developmental periods from human conception to death

K3. Identify and define major theoretical approaches of human development

Skills:

S1. Identify how physical, cognitive, socio-emotional theories of development influence health related behaviours and outcomes

S2. Relate physical, cognitive, socio-emotional theories of development into the role of an Allied Health professional

Application of knowledge and skills:

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

Unit Content:

The following documentation has substantially informed the syllabus/content of this unit: The Professional Standards for Speech Pathologists in Australia (2020); Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018); The AHPRA & National Boards Code of Conduct (2022); Australian Occupational Therapy Competency Standards (2018); Physiotherapy Board of Australia and Physiotherapy Board of New Zealand, Physiotherapy practice thresholds in Australia and Aotearoa New Zealand (2015); National Safety and Quality Health Service (NSQHS) Standards Second Edition (2021); National Standards for Mental Health 2020 as based on Mental Health Act 2014; Aged Care Quality Standards (2021); National Digital Health Framework (2021); and the Aboriginal and Torres Strait Islander Health Curriculum Framework (2020).

Topics may include:
- Biological beginnings
- Infancy
- Early childhood,
- Middle and late childhood
- Adolescence
- Early, middle and late adulthood
- Death and dying

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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.*
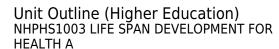
FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups. 　　　Students will be required to display (in person and/or online) high-level skills in-person and/or online in: • Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods • Active listening for meaning and influencing • High-level empathy for others • Negotiating and demonstrating extended conflict resolution skills • Working respectfully in cross-cultural and diverse teams	K1, K2, K3, S1, S2, A1	AT1, AT2, AT3, AT4
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours 　　　Students will be required to display skills in: • Creating, contributing to, and enabling collegial environments • Showing self-awareness and the ability to self-reflect for personal growth • Inspiring and enabling others • Making informed and evidence-based decisions through consultation with others • Displaying initiative and ability to solve problems	S1, S2, A1	AT1, AT2, AT3, AT4
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas. 　　　Students will be required to display skills in: • Reflecting critically on complex problems • Synthesising, evaluating ideas, concepts and information • Proposing alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts through deep inquiry • Proposing creative solutions in problem solving	K3, S1, S2	AT1, AT2

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 proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: • Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level • Receiving and responding to messages in a range of digital media • Using digital tools appropriately to conduct research • Contributing proficiently to digital teams and working groups • Participating in and utilising digital learning opportunities	A1	AT2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display (in person and/or online) high-level skills in-person and/or online in: • The responsible conduct of research • Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts • Demonstrating commitment to social responsibility as a professional and a citizen • Generating research solutions which are sustainable,ethical, socially responsible and/or sustainable • Extending lifelong, life-wide and life-deep learning to be open to diverse others • Demonstrate extended actions to foster sustainability in their professional and personal life.	K1, K2, K3, S1, S2, A1	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S2, A1	Observing and understanding child development	Written assignment (Individual Task)	20-40%
K1, K2, S1, S2, A1	Applying theories of development to a case study	Oral presentation (Group Task)	20-40%
K1, K2, K3, S1, S2	Final exam	Written examination	30-50%
K1, K2, K3, S1, S2, A1	Attendance and participation in at least 80% of tutorials	Attendance and participation	S/U

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)