Course Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Course Title:	LIFESPAN DEVELOPMENTAL PSYCHOLOGY
Course ID:	PSYCG4102
Credit Points:	15.00
Prerequisite(s):	(Any two PSYCB 2000 level courses and a PSYCB 3000 level course)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090701

Description of the Course:

Students will develop a critical understanding of terms, concepts, theories, research and practical applications in developmental psychology across the life span. They will study developmental research methodology and theoretical issues, physical growth, social, emotional, personality and cognitive development in childhood, adolescence and adulthood.

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)
Placement Component:	No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	✔	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	☐	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Identify, describe and evaluate the major areas of content within lifespan developmental psychology, including relevant terms, concepts, theories, and research

K2. Identify the physical, cognitive and psychosocial development of humans from conception to death

K3. Understand the research methods and the underlying scientific perspective employed by developmental psychologists, including ethical issues in the study of human development

Skills:

S1. Develop research, writing, and academic presentation skills

S2. Apply principles, use creative thinking and judgement to identify, describe and evaluate issues within developmental psychology

S3. Review critically, analyse, consolidate and synthesise knowledge in the field of developmental psychology

Application of knowledge and skills:

A1. Apply the scientific method in the evaluation of problems related to behaviour and mental processes during development

A2. Construct links between developmental psychology terms, concepts, theories and research

A3. Utilise knowledge and skills to reflect on learning in the context of own experience and/or real world applications

Course Content:

Topics may include:

- Human lifespan development perspectives
- Issues, theories and research methodology in lifespan development
- Motor and perceptual development in infancy
- Cognitive and language development in early and middle childhood and adolescence
- Physical, moral, personality and social development in early and middle childhood and adolescence
- Physical, cognitive, moral, family development and social relations in adulthoodCareer development
- Death, dying and bereavement

Values:

V1. A recognition of the breadth of the field of developmental psychology within society.

V2. An appreciation of the role of developmental psychological principles in everyday life.

V3. An appreciation of individual uniqueness and an understanding of how factors such as history, culture, ethnicity and age contribute to developmental diversity

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S2, S3, A1, A2, A3	AT2, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2, A2	AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, S2, S3, A1, A2, A3	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, S1, S2	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, S2, S3, A1, A2	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3	Written Examination: Mastery of course content: theories and research findings	Course Tests	30-50%
K1, K2, K3, S1, S2, S3	Demonstration of understanding of fundamental concepts in developmental psychology	Online Test(s)	10-30%
K1, K2, K3, S1, S2, S3, A1, A2	Written Report: Produce one or more components of a report of developmental psychological research, comprising the introduction, method, results or discussion	Research Report	20-40%
K1, K2, S2, A1, A2, A3	Produce a written assessment reflecting on human development and developmental periods in the context of broader social, cultural, and historical change.	Written Report	15-35%

Adopted Reference Style:

Refer to the library website for more information

Fed Cite - referencing tool