

## HSC101.7 Human Lifespan Development

### Name of Unit 1 (Unit Code 1)

Human Lifespan Development (HSC101.7)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit Coordinator
Bachelor of Counselling	One Semester	2 <sup>nd</sup> Year : Level 7	Dr Tick Zweck or approved Adjunct Lecturer

#### Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
6	144

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	6	9

\* Total time spent per week at lectures, tutorials, clinical and other placements etc.

\*\* Total time students are expected to spend per week in studying, completing assignments, etc.

\*\*\* That is, \* + \*\* = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: \_n/a\_ hours per week

#### Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

- Yes  No

**SECTION 2 – ACADEMIC DETAILS****Unit Descriptor**

Provide below a brief unit description, which includes a summary of the key content of the unit.

The focus of this unit is the examination of the fundamental question of why and how we humans develop as we do. It introduces students to the developmental processes and tasks that an individual is expected to accomplish over the lifespan from conception to death and provides theoretical and empirical foundations to facilitate critical interpretation of developmental information.

This topic embodies a biopsychosocial perspective which encompasses culture and diversity. Importantly, the unit highlights regularities as well as discrepancies in development. In doing so it aims to inform the above question whilst equipping students with a deeper understanding, or appreciation for, the human condition. It also provides students with vital knowledge applicable to a professional quest to enable a person to flourish.

**Learning Outcomes for the Unit****Learning outcomes for unit:**

1. Investigate the major developmental milestones across the lifespan from conception to death, using a biopsychosocial and culturally aware perspective.
2. Differentiate between various theoretical approaches to human development for application in counselling practice.
3. Integrate theories of development and considerations of culture and diversity variations to explain developmental problems encountered in counselling practice.
4. Apply evidence-based strategies to help individuals transition through developmental difficulties in clinical counselling practice and identify possible referral sources for extra support.

**Assessment tasks**

<b>Type *</b> <i>(see examples noted below this table)</i>	<b>Learning Outcome/s assessed</b>	<b>When assessed – year, session and week</b> <i>(for example, year 1, semester 1, week 1)</i>	<b>Weighting</b> <i>(% of total marks for unit)</i>
Twelve (12) online forum discussions. Reflect on developmental problems in light of theory and research.  Equivalent to 1,500 words	1,2, & 3	Weekly throughout the Semester	40%
Group Wiki. Create an integrated site that synthesises developmental understandings of a behavioural problem and communicates this to a wider audience.  1,500 words	1,2 & 3	Week 8	25%
Major Report. Write an evidence based report on a problem related to human development with recommendations for a relevant government organisation to address the issue.  2,000 words	2,3 & 4	Week 14	35%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required textbooks

Kail, R., & Cavanaugh, J. (2018). *Human development: A life span view* (8th ed.). USA: Cengage Learning.

Recommended reference list:

Allen, K., & Marotz, L. (2016). *Developmental profiles: prebirth through twelve* (8th ed.). USA: Cengage Learning.

Berk, L.E. (2015). *Infants, children & adolescents* (8th ed.). Boston, MA: Pearson Education.

Berk, L.E. (2017). *Development through the lifespan* (7th ed.). Boston, MA: Pearson Education.

Burman, E. (2007). *Deconstructing developmental psychology* (2nd ed.), New York: Routledge.

Davies, D. (2020). *Child development: a practitioner's guide* (4th ed.). New York: The Guilford Press.

Fine, C. (2010). *Delusions of gender: the real science behind sex differences*. London, UK: Icon Books.

Greenfield, S. (2000). *The private life of the brain*. USA: John Wiley & Sons.

Kagitçibasi, C. (2007). *Family, self, & human development across cultures*. New York: Lawrence Erlbaum Associates.

Keller, H. (2007). *Cultures of infancy*. New York: Lawrence Erlbaum Associates.

Weiten, W. (2015). *Psychology: Themes & variations* (10th ed.). Belmont, CA: Wadsworth.

Recommended journals:

*Christian Counseling Today*.

*Journal of Psychology and Christianity*

*Journal of Psychology and Theology*

*Psychotherapy in Australia*