

UNIT OUTLINE FOR HSC101.8 HUMAN LIFESPAN DEVELOPMENT

Name of Unit 1 (Unit Code 1)
Human Lifespan Development (HSC101.8)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
GradCertCouns, GradDipCouns, MCP	One semester	Introductory	Dr Tick Zweck

Core or elective unit

Indicate if the unit is a

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

Elective for GradCertCouns

Core for GradDipCouns and MCP

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 <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
6	24 / 48 / 96

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

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: 0 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 premise of this unit is the examination of the fundamental question of why and how humans develop. 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. Adopting a biopsychosocial perspective that encompasses multicultural factors, this topic will equip students with a deeper understanding of and appreciation for the human condition as well as vital knowledge applicable their professional quest to enable flourishing.

Learning Outcomes for the Unit

Learning outcomes for unit:
1. Identify the physiological, psychological, social, and spiritual developmental milestones across the lifespan, from prenatal to death
2. Evaluate various theoretical approaches to human development and their application in counselling practice
3. Synthesise theories of development and considerations of cultural variations to formulate hypotheses around developmental problems encountered in counselling practice
4. Recommend suitable evidence-based strategies that help individuals transition through developmental difficulties
5.

Assessment tasks			
Type * <i>(see examples noted below this table)</i>	Learning Outcome/s assessed	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for unit)</i>
Tutorial Participation Group presentation & presentation reviews. Equivalent to 1,500 words	1, 2, 3	Week 6, 8, or 10	30%
Progress Tests Multiple-choice progress tests 1,000 words	1, 2, 3, 4	Week 2, 5, 8, 10, 13	20%
Major Report Write an evidence-based report on a problem related to human development exercising initiative and creativity in the application of theory. Demonstrate a well-developed sense of judgement in identifying strategies relevant to the issue. Equivalent to 2,500 words	3, 4	Week 11	35%
Personal Application Reflection Equivalent to 500 words	1, 2	Week 13	15%

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.

2.1 Prescribed and recommended readings

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

Required Textbook

Kail, R. V., & Cavanaugh, J. C. (2017). *Essentials of human development: A life-span view* (2nd ed.). Cengage Learning.

Recommended Reference List

Davies, D. (2011). *Child development: A practitioner's guide*. (3rd ed.). The Guilford Press.

Matthews, G., Roberts, R. D., & Zeidner, M. (2011). *Emotional intelligence 101*. Springer Publishing Company.

O'Shea, R. P., & McKenzie, W. (2013). *Writing for psychology* (6th ed.). Cengage Learning.

Siegel, D. (2014). *Brainstorm: The power and purpose of the teenage brain*. Scribe.

Sigelman, C. K., Rider, E. A., & De George-Walker, L. (2013). *Life span human development*. Cengage Learning.

Slee, P. T. (2012). *Child, adolescent and family development* (3rd ed.). Cambridge University Press.

Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Mariner Books/Houghton Mifflin Harcourt.

Vaillant, G. E. (2015). *Triumphs of experience: The men of the Harvard Grant Study*.

The Belknap Press of Harvard University Press.

Wallin, D. J. (2015). *Attachment in psychotherapy*. The Guilford Press.

Weiten, W. (2017). *Psychology themes and variations* (10th ed.). Wadsworth.

Recommended journals:

Christian Counseling Today

Journal of Psychology and Christianity

Journal of Psychology and Theology

Psychotherapy in Australia