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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	1804NRS
COURSE TITLE	Psychosocial Development across the Lifespan
ACADEMIC ORGANISATION	NRS School of Nursing and Midwifery
TRIMESTER	Trimester 1 2022
MODE	Blended
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Restrictions:

Restriction: Student must be enrolled in Bachelor of Nursing (Gold Coast) or Bachelor of Paramedicine

Course Description:

This course introduces students to human development and the concept of psychosocial changes across the lifespan. Students will gain an understanding of psychosocial development through childhood into adulthood, and this will provide a conceptual foundation for professional practice. NOTE: This course is restricted to Bachelor of Nursing, Bachelor of Paramedicine students and T1, HSV online students only. Prerequisites : NIL Co-requisites : NIL Incompatible : 1010HSV Lifespan Development | 2015PSY Developmental Psychology | 1973NRS Foundations of Psychosocial Care | 3011PSY Lifespan Development

1.2 Course Introduction

Understanding human psychosocial development will assist health and human service professionals to promote health and wellbeing. This course introduces students to the field of human development and the concept of psychosocial changes across the lifespan. The course provides a conceptual foundation for professional practice so students can understand the ways in which individuals develop with 'normal' or 'typical' patterns and why those people whose development deviates from these patterns may need early intervention and support services. This course prepares students for their future practice as a health and human service professional where they will identify and respond to psychosocial factors that influence health and wellbeing across the lifespan.

Contact Summary

Teaching methods will include a combination of blended learning, including engaging videos, on-campus and online tutorials and self-directed activities. Flexibility is enhanced through the use of web materials.

Course delivery mode

This course is offered on campus, and to HSV students ONLY, online

Campus Specific Arrangements

Students are admitted to a program at a particular campus. This campus is the student's home campus. Students must enrol in this course at their home campus ONLY. If a student wishes to transfer to another campus, they need to apply for an internal transfer. Students are expected to participate in the course at the campus of their enrolment. All concerns will be dealt with on a local campus basis. Please ensure that you refer to the information that is relevant to the campus where you are enrolled.

Definition of 10 Credit Points

As a general guide, 1 credit point (CP) is equivalent to approximately 15 hours of work, that is approximately 150 hours for a 10 credit point course, including all forms of teaching contact (face to face and online), assessment tasks and private study, for an 'average' student. The workload specified by the credit point value of a course applies regardless of the length of the course (year, trimester, intensive teaching period) or the mode of delivery (online, on-campus or blended).

Previous Student Feedback

This is a revised offering of the course. Student feedback therefore is not available.

1.3 Course Staff

Primary Convenor **Mrs Sandra Goetz**

EMAIL	s.goetz@griffith.edu.au
CAMPUS	Nathan Campus
BUILDING	Health Science (N48)
ROOM	1.05
CONSULTATION	Consultation Hours will be published on the course site in week 1 of trimester 1.

Convenor **Dr Amornrat Saito**

PHONE	33821287
EMAIL	a.saito@griffith.edu.au
CAMPUS	Logan Campus
BUILDING	Academic 1 (L05)
ROOM	3.55
CONSULTATION	Consultation Hours will be published on the course site in week 1 of trimester 1.

Convenor **Ms Janine Thompson**

PHONE	(07) 5552 8849
EMAIL	janine.thompson@griffith.edu.au
CAMPUS	Gold Coast Campus
BUILDING	Clinical Science 2 (G16)
ROOM	2.45
CONSULTATION	Consultation Hours will be published on the course site in week 1 of trimester 1.

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

Details contained in this section of the course profile and in section 4.1 Learning Activities are to be read in conjunction with the official class timetable.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

However there are no lectures offered with this course.

1.6 Technical Specifications

[Hardware and Software requirements](#)

- Access to a desktop, laptop or tablet computer running Windows 7 or later, Mac OSX10.9 Lion or later
- Access to an up-to-date web browser
- Be aware of the supported web browsers for Learning@Griffith (your learning environment)
- A webcam and headset (including microphone) - *may be optional*
- Office software to create documents, spreadsheets and presentations. Office 365 is available as a free download.
- A reliable, high-speed broadband internet connection, with sufficient upload and download capacity.

Internet requirements

- Minimum download speed = 0.75Mbps
- Minimum upload speed = 0.35Mbps

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

This course aims to introduce students to the field of human development and the concept of psychosocial changes across the lifespan. Students will gain an understanding of development through childhood, adolescence, into adulthood and this will provide a conceptual foundation for professional practice.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify health determinants, including psychosocial factors, that influence health and wellbeing across the lifespan
- 2 Apply knowledge of theories and stages of psychosocial development to explain human behaviour across the lifespan
- 3 Examine how health and human service professionals may promote psychosocial wellbeing

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		

NMBA 'Registered Nurse' Standards for Practice

GRADUATE ATTRIBUTE	LEARNING OUTCOMES
NMBA.NURSING AND MIDWIFERY BOARD OF AUSTRALIA 'REGISTERED NURSE' STANDARDS FOR PRACTICE	
1. Thinks critically and analyses nursing practice.	1, 2, 3
2. Engages in therapeutic and professional relationships.	1, 2, 3
3. Maintains the capability for practice.	3
4. Comprehensively conducts assessments.	1, 2, 3
5. Develops a plan for nursing practice.	
6. Provides safe, appropriate and responsive quality nursing practice.	3
7. Evaluates outcomes to inform nursing practice.	

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Academic Integrity Tutorial: This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

Library: The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

Student Computing: The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice](#).

3.5 Other Learning Resources & Information

Common Time, which appears on your timetable, provides students with social and academic support within a flexible learning environment to assist in your transition into university and into the Bachelor of Nursing program. Students' skills and knowledge in areas such as essay writing, oral presentations, information skills and professional development are enhanced through a mixture of structured and informal academic and professional sessions. Most importantly, Common Time provides the opportunity for you to establish peer networks and consult with teaching staff in an informal and supportive environment.

We recommend you undertake the Academic Integrity Tutorial and use text matching software to check your assignment drafts. The School of Nursing & Midwifery holds the Common Time Program where issues related to assessment items, referencing and other valuable information is discussed with the Librarian, Learning Advisor and Commencing Student Coordinator all in attendance. You will benefit from attending these sessions each week. Students are expected to work through the Academic Integrity Tutorial (see section 3.3 above). Also note that this course uses text matching software to support student academic integrity.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
14 Mar 22	Online Content and Tutorial (Tutorial): Module 1: Understanding development and the lifespan Topic 1.1 Human Development across the Lifespan	1
21 Mar 22	Online Content and Tutorial (Tutorial): Topic 1.2 Factors influencing development across the lifespan	1
28 Mar 22	Online Content and Tutorial (Tutorial): Topic 1.3 Theory and the Lifespan	2
4 Apr 22	Online Content and Tutorial (Tutorial): Module 2: Development through prenatal, childhood and adolescent stages. Topic 2.1 Prenatal development (conception to birth)	1, 2, 3
18 Apr 22	Online Content and Tutorial (Tutorial): Topic 2.2 Early Childhood I: Infancy to toddlerhood (birth-2 years)	1, 2, 3
25 Apr 22	Online Content and Tutorial (Tutorial): Topic 2.3: Early Childhood II: Pre-schoolers (3-5 years)	1, 2, 3
2 May 22	Online Content and Tutorial (Tutorial): Topic 2.4 Middle Childhood (6-11 years)	1, 2, 3
9 May 22	Online Content and Tutorial (Tutorial): Topic 2.5 Adolescence (12-18 years)	1, 2, 3
16 May 22	Online content and Tutorial (Tutorial): Module 3: Development through Adulthood Topic 3.1 Early adulthood (19-39 years)	1, 2, 3
23 May 22	Online Content and Tutorial (Tutorial): Topic 3.2 Middle adulthood (40-64 years)	1, 2, 3
30 May 22	Online Content and Tutorial (Tutorial): Topic 3.3 Late adulthood (65+ years)	1, 2, 3
6 Jun 22	Online Content and Tutorial (Tutorial): Topic 3.4 Death, dying and bereavement Topic 4.1 Integrating psychosocial development into practice Exam Review	1, 2, 3

4.2 Other Teaching and Learning Activities Information

In this course your learning will be supported by engaging with online mini lectures and by participating in tutorials, during which you will have opportunities to apply and consolidate your knowledge and discuss ideas with your peers and the facilitator. You are encouraged to utilise blended learning resources including designated self-directed activities and worksheets. The teaching strategies are designed to enable the 1st year student to engage in a variety of learning platforms. This course is web supported. Topic content and tutorials are scheduled as per timetable. It is an expectation that students will attend all tutorial classes (on campus or online). Tutorials allow consolidation, discussion and application of knowledge from the lecture.

Griffith University Disclosure Statement

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the [Griffith University Disclosure Statement](#) and advise their Course Convenor.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Test or quiz</i> A1 Online Quiz	19 Apr 22 08:00 - 21 Apr 22 08:00	20%	40 marks	1, 2	
<i>Assignment - Written</i> Assignment A2 Essay (1500 words)	16 May 22 16:00	40%	40 marks	2, 3	
<i>Exam - selected and constructed responses</i> A3 End of trimester exam	Examination Period	40%	100 marks	1, 2, 3	

5.2 Assessment Detail

Title: A1 Online Quiz

Type: Test or quiz

Learning Outcomes Assessed: 1, 2

Due Date:

19 Apr 22 08:00 - 21 Apr 22 08:00

Weight: 20%

Marked out of: 40

Task Description:

The online quiz consists of 40 multiple choice questions covering the content from Module One. The quiz will be open for 48 hours from 19/04/22 8am. You can undertake the quiz at anytime during this period. Once you begin the quiz you will have 40 minutes to complete the assessment. Further detail is available on the L@G site.

Criteria & Marking:

The online quiz will be accessed, undertaken and marked online. Students will be provided with their mark out of 40 via My Marks in Learning@Griffith (within two weeks).

Re-attempt:

A student who receives a mark of less than 50% for this assessment may resubmit the assessment for re-examination at a time that will be advised by the course convenor. A student may achieve a mark no greater than the minimum for a pass standard for the assessment (50%).

Submission: Access to the assessment will be via Learning@Griffith course site.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- may be available for re-assessment (see conditions outlined under Re-attempt above)

Title: A2 Essay (1500 words)

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 2, 3

Due Date:

16 May 22 16:00

Weight: 40%

Marked out of: 40

Task Description:

In this 1500 word essay you will review a case study and apply knowledge of theories of human development and the influence of factors across the lifespan. You will then discuss how health and human services workers can support resilience in the person described in the case study.

Criteria & Marking:

Marking Criteria will be available on the Learning@Griffith site for 1804NRS Psychosocial Development Across the Lifespan.

Feedback

Essay marks and feedback will be provided via the Mark Centre. Students may also make an appointment with the course convenor to discuss individual assessment items (as per Assessment Policy). Marks will normally be released within three weeks of completion of the assessment task.

Word Limits

Word limits for assessment items need to be strictly adhered to. The word limit for an assessment item includes in text citations, tables and quotations. The word limit DOES NOT include the reference list. Please note the marker will cease marking your submitted work once they have reached the allocated word limit.

Submission: Text Matching Tool - Turnitin. Submit via "text matching software"

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: A3 End of trimester exam

Type: Exam - selected and constructed responses

Learning Outcomes Assessed: 1, 2, 3

Due Date:

Examination Period

Weight: 40%

Marked out of: 100

Perusal: 10 minutes

Duration: 120 minutes

Exam Type: Closed Book

Exam Format: On Campus

Task Description:

This examination will assess student learning from core concepts covered in the course, including online content, readings and tutorials.

Criteria & Marking:

This exam will consist of 80 multiple choice questions and 20 marks will be allotted to short answer questions.

Feedback

Exam marks will be provided via the Mark Centre. Students may also make an appointment with the course convenor to discuss individual assessment items (as per Assessment Policy). Marks will normally be released within three weeks of completion of the assessment task.

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the [Assessment Procedure for Students](#) for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

NRS School of Nursing and Midwifery

Assessment Guidelines

The American Psychological Association Referencing Style (7th Edition) [APA 7] is the preferred standard for this course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the

publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the Learning@Griffith website. Additional information regarding the content of this course may be published on the Learning@Griffith website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Other Course Guidelines

Word Limits

Word limits for assessment items need to be strictly adhered to. The word limit for an assessment item includes in text citations, tables and quotations. The word limit DOES NOT include the reference list. Please note the marker will cease marking your submitted work once they have reached the allocated word limit.

Students should refer to the course's Learning@Griffith site for further information about this course.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify health determinants, including psychosocial factors, that influence health and wellbeing across the lifespan
- 2 Apply knowledge of theories and stages of psychosocial development to explain human behaviour across the lifespan
- 3 Examine how health and human service professionals may promote psychosocial wellbeing

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES		
	1	2	3
Online Content and Tutorial: (Tutorial)	●		
Online Content and Tutorial (Tutorial)	●		
Online Content and Tutorial (Tutorial)		●	
Online Content and Tutorial (Tutorial)	●	●	●
Online Content and Tutorial (Tutorial)	●	●	●

LEARNING ACTIVITIES	LEARNING OUTCOMES		
	1	2	3
Online Content and Tutorial (Tutorial)	●	●	●
Online Content and Tutorial (Tutorial)	●	●	●
Online Content and Tutorial (Tutorial)	●	●	●
Online content and Tutorial (Tutorial)	●	●	●
Online Content and Tutorial (Tutorial)	●	●	●
Online Content and Tutorial (Tutorial)	●	●	●
Online Content and Tutorial (Tutorial)	●	●	●
ASSESSMENT TASKS			
A1 Online Quiz	●	●	
A2 Essay (1500 words)		●	●
A3 End of trimester exam	●	●	●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial			
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		

NMBA 'Registered Nurse' Standards for Practice

GRADUATE ATTRIBUTES	LEARNING OUTCOMES		
	1	2	3
NMBA NURSING AND MIDWIFERY BOARD OF AUSTRALIA 'REGISTERED NURSE' STANDARDS FOR PRACTICE			
1. Thinks critically and analyses nursing practice.	●	●	●
2. Engages in therapeutic and professional relationships.	●	●	●
3. Maintains the capability for practice.			●

4. Comprehensively conducts assessments.	●	●	●
5. Develops a plan for nursing practice.			
6. Provides safe, appropriate and responsive quality nursing practice.			●
7. Evaluates outcomes to inform nursing practice.			