

PSY203

# Introduction to Human Development

**School:** School of Health - Psychology

2024 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you will cover the major theoretical and methodological approaches in the study of human development. Utilising a chronological approach, you will learn about prenatal development, infancy, childhood, adolescence, and adulthood. In doing so, you will learn about the physical, cognitive, social, personality, emotional, and moral development across the lifespan. The major life issues, milestones, and transitions from conception to death will be explored.

### 1.2. How will this course be delivered?

| ACTIVITY  | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>   |       |                |           |
| <b>Tutorial/Workshop 1</b> – On campus workshop - 2 hours   | 2hrs  | Week 1         | 13 times  |
| <b>Tutorial/Workshop 2</b> – On campus - scheduled for smaller group work and oral presentations in class | 1hr   | Week 2         | 7 times   |
| <b>Learning materials</b> – Asynchronous learning materials to be added to CANVAS                         | 1hr   | Week 1         | 13 times  |

### 1.3. Course Topics

Developmental theories; developmental research; infancy, childhood, adolescence, adulthood, ageing, death and dying.

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES  | GRADUATE QUALITIES MAPPING   | PROFESSIONAL STANDARD MAPPING *   |
|---|--|---|
| On successful completion of this course, you should be able to...   | Completing these tasks successfully will contribute to you becoming... | Australian Psychology Accreditation Council                                 |
| 1 Understand and explain the theories that underpin the study of human development                            | Creative and critical thinker  | 1.1.1, 1.1.10, 1.1.11, 1.1.2, 1.1.3, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1 |
| 2 Critically analyse issues and research conducted in developmental psychology                                | Creative and critical thinker  | 1.3, 1.5, 1.6   |
| 3 Demonstrate a clear and concise argument that is supported by psychological research, alone and with peers. | Empowered  | 1.3, 1.5, 1.6   |

##### \* Competencies by Professional Body

| CODE  | COMPETENCY  |
|---|---|
| AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL |   |
| 1.1.1                                       | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology |
| 1.1.10                                      | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including social psychology  |
| 1.1.11                                      | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including culturally appropriate psychological assessment and measurement  |
| 1.1.2                                       | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including individual differences in capacity, behaviour and personality  |
| 1.1.3                                       | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including psychological health and well-being  |
| 1.1.5                                       | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including learning and memory  |
| 1.1.6                                       | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including cognition, language and perception   |
| 1.1.7                                       | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including motivation and emotion   |
| 1.1.8                                       | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including neuroscience and the biological bases of behaviour   |
| 1.1.9                                       | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including lifespan developmental psychology  |

| CODE | COMPETENCY   |
|------|--|
| 1.1  | Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics: |
| 1.3  | Graduates will be able to analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.  |
| 1.5  | Graduates will be able to demonstrate interpersonal skills and teamwork.   |
| 1.6  | Graduates will be able to demonstrate self-directed pursuit of scholarly inquiry in psychology.  |

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

PSY100 and PSY101

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early feedback on your progress will be via the online quizzes which begin in week 2 and will show you the level of knowledge required to understand the topics of human development.

### 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT            | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH?  | WHEN SHOULD I SUBMIT?                        | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|-------------------------------|---------------------|-------------|---------------------------------|--|---------------------------|
| All           | 1        | Quiz/zes                      | Individual          | 30%         | 30 minutes per quiz             | Throughout teaching period (refer to Format) | Online Submission         |
| All           | 2        | Artefact - Creative, and Oral | Group               | 30%         | 6 - 7 minutes (video vignette). | Week 6                                       | Online Submission         |
| All           | 3        | Essay                         | Individual          | 40%         | 1800 words                      | Week 12                                      | Online Submission         |

**All - Assessment Task 1:** Weekly online quizzes

|                        |  |   |                                  |
|------------------------|--|---|----------------------------------|
| <b>GOAL:</b>           | To assess your learning about Human Development through multiple-choice questions. You will complete the online quizzes to demonstrate and apply your knowledge to factual, applied and conceptual questions.  |   |                                  |
| <b>PRODUCT:</b>        | Quiz/zes   |   |                                  |
| <b>FORMAT:</b>         | Online quiz, multiple choice questions. There are 12 quizzes, each worth 2 to 4 % depending on chapters covered. The quizzes will be held during weeks 2 - 13 and will be based on Workshop content and Kail and Cavanaugh textbook chapters appropriate to that week of the course. You will be advised in Week 1 of the specific times when the quizzes will be open for completion. |   |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>   |   | <b>Learning Outcome assessed</b> |
|                        | 1  | Accuracy of responses   | 1                                |
|                        | 2  | Knowledge and comprehension of related course content           | 1                                |
|                        | 3  | Recognition and application of theories within various contexts | 1                                |
| <b>GENERIC SKILLS:</b> | Information literacy   |   |                                  |

**All - Assessment Task 2:** Video vignette on Adolescence

|                        |  |   |                                  |
|------------------------|--|---|----------------------------------|
| <b>GOAL:</b>           | The goal of this assessment is to communicate your understanding of Developmental Psychology by producing a short video vignettes on adolescence.  |   |                                  |
| <b>PRODUCT:</b>        | Artefact - Creative, and Oral  |   |                                  |
| <b>FORMAT:</b>         | <p>Submit: Week 6. Time will be allocated in the weekly tutorial/workshop 2 for you to develop your ideas for the video vignettes on this lifestage. You will work in groups on the video vignettes and each student is expected to be actively involved in their conception and production.</p> <p>It is expected that the video vignettes will be between 6 and 7 minutes in length and will be presented in class in Week 6. You can base your video vignettes on your own or someone else's (e.g., family, friends, or someone famous) experiences. Please ensure that the file formats (e.g., MP4) can be shown on the university's computer system. Students with Apple-Mac computers must ensure that they have suitable cables to connect to the USC system.</p> <p>Further details will be available in Canvas in Week 1.</p> |   |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>   |   | <b>Learning Outcome assessed</b> |
|                        | 1  | Content is thoughtful, engaging, and interesting  | 3                                |
|                        | 2  | Content is appropriate for the developmental stage under consideration                                      | 1                                |
|                        | 3  | Vignette utilises an appropriate developmental theory and relevant research literature to frame the content | 1                                |
|                        | 4  | Content demonstrates critical analysis of situations and individual experiences                             | 2                                |
|                        | 5  | Time management; appropriate use of visual and audio media to communicate ideas                             | 3                                |
| <b>GENERIC SKILLS:</b> | Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy   |   |                                  |

### All - Assessment Task 3: Essay

|                        |  |   |                                  |
|------------------------|--|---|----------------------------------|
| <b>GOAL:</b>           | The goal of this assessment is to communicate your understanding of a topic in developmental psychology in an academic and formal way, using current research literature to analyse the essay question.  |   |                                  |
| <b>PRODUCT:</b>        | Essay  |   |                                  |
| <b>FORMAT:</b>         | <p>Submit: Week 12. The word count is a maximum of 1800 words and includes any headings and in-text citations (in and out of brackets), but not the title page, abstract, or reference list. Include the word count on your title page. Please note that the calculation of word counts can vary between courses and you should ensure that you are aware of any differences.</p> <p>You will be provided with essay topics in Week 1 and asked to critically analyse current research in human development on the topic. Further information will be provided on Canvas at that time.</p> |   |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>   |   | <b>Learning Outcome assessed</b> |
|                        | 1  | Abstract - Informative and concise summary of the purpose and content of the essay                      | 3                                |
|                        | 2  | Essay - Situation of essay in topic area, definition of key terms, and direction of essay               | 1 3                              |
|                        | 3  | Essay - Identification and use of appropriate developmental theory                                      | 1                                |
|                        | 4  | Essay - Extent and relevance of current experimental research applied in the essay                      | 2                                |
|                        | 5  | Essay - Correctness and accuracy of relevant information that is without omission                       | 3                                |
|                        | 6  | Essay - Evidence of critical analysis of the research literature and demonstration of original thinking | 2                                |
|                        | 7  | Essay - Structure and cohesion of argument established throughout the essay                             | 3                                |
|                        | 8  | Essay - Careful and accurate use of APA referencing and style   | 3                                |
|                        | 9  | Essay - Use of formal, academic language  | 3                                |
| <b>GENERIC SKILLS:</b> | Communication, Organisation, Information literacy  |   |                                  |

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR                            | YEAR | TITLE                              | EDITION | PUBLISHER        |
|-----------|-----------------------------------|------|------------------------------------|---------|------------------|
| Required  | Robert V. Kail, John C. Cavanaugh | 2022 | Human Development A Life-Span View | 9th     | Cengage Learning |

### 8.2. Specific requirements

N/A

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)