

PSY203 Introduction to Human Development

School: School of Health - Psychology

2025 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 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
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus workshop - 2 hours	2hrs	Week 1	13 times
Tutorial/Workshop 2 – On campus - scheduled for smaller group work and oral presentations in class	1hr	Week 2	7 times
Learning materials – 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 and enrolled in AB314, AB315, AB302, AR364, AR374, AR375, AR405, SA306, SA307, SB304, SC308 or Psychology major) or (PSY100 and PSY101 and enrolled in SC440) or (PSY100 and OCC100 and enrolled in program SC440).

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).	Refer to Format	Online Submission
All	3	Essay	Individual	40%	1800 words	Refer to Format	Online Submission

All - Assessment Task 1: Weekly online quizzes

GOAL:	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.	
PRODUCT:	Quiz/zes	
FORMAT:	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 the 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.	
CRITERIA:	No.	Learning Outcome assessed
	1 Accuracy of responses	1
	2 Knowledge and comprehension of related course content	1
	3 Recognition and application of theories within various contexts	1
GENERIC SKILLS:	Information literacy	

All - Assessment Task 2: Video vignette on Adolescence

GOAL:	The goal of this assessment is to communicate your understanding of Developmental Psychology by producing a short video vignettes on a particular lifestage.	
PRODUCT:	Artefact - Creative, and Oral	
FORMAT:	<p>Submit: Refer to format. This assessment task will be due between weeks 5 - 7 of the teaching semester. The final date of submission for this task will be determined once public holidays and the course timetable have been published prior to the commencement of semester. Please refer to your course Canvas site at the commencement of the teaching semester to confirm the due date for this assessment task.</p> <p>You will work in groups on the video vignettes and each student is expected to be actively involved in their conception and production. The video vignettes will be between 6 and 7 minutes in length and will be submitted via CANVAS. Please ensure that the file formats (e.g., MP4) can be shown on the university's computer system.</p> <p>Further details will be available in Canvas in Week 1.</p>	
CRITERIA:	No.	Learning Outcome assessed
	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
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 3: Essay

GOAL:	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.	
PRODUCT:	Essay	
FORMAT:	<p>Submit: refer to format. This assessment task will be due between weeks 11 - 13 of the teaching semester. The final date of submission for this task will be determined once public holidays and the course timetable have been published prior to the commencement of semester. Please refer to your course Canvas site at the commencement of the teaching semester to confirm the due date for this assessment task.</p> <p>You will be asked to critically analyse current research in human development on the topic. Further information will be provided on Canvas at an appropriate time.</p>	
CRITERIA:	No.	Learning Outcome assessed
	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
GENERIC SKILLS:	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	Michele Hoffnung,Robert J. Hoffnung,Kelvin L. Seifert,Abi Brooker,Sonja Ellis,Damien Riggs,Wayne Warburton,Elyse Warner	2024	Lifespan Development, 5th Australasian Edition	5th Australasian	Wiley

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

Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

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.

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.

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.

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 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 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