



Course Outline

PSYC5006

Graduate Diploma of Psychology

Psychology Across the Lifespan

School of Psychology

Faculty of Science

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor			Email	Email

2. Course information

Units of credit: 6

Pre-requisite(s): Program Pre-requisite: Bachelor's Degree of any kind (Australian Qualification standard or equivalent). PSYC5001 and PSYC5002 (or equivalent with advanced standing) and PSYC5003

Teaching times and locations:

2.1 Course summary

This course will address topics relating to the development and interaction of biological, cognitive, emotional and social processes across the lifespan. These topics will be investigated in different stages of life including prenatal and early development, childhood, adolescence, late adulthood and senescence. The course will also address the aetiology of psychological disorders related to these life stages such as developmental disorders and dementias.

2.2 Course aims

Students will gain an understanding of the development of human behaviour and thought across the lifespan. The course content will review the methodology, findings and contemporary theories relating to developmental changes in areas such as perception, cognition, language, social interaction and emotion

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate knowledge and understanding at an advanced level of developmental psychology across the lifespan including the ability to explain the psychological, social and biological mechanisms that underpin developmental change across the lifespan, with current theoretical and empirical evidence.
2. Demonstrate an advanced knowledge of the research methods used in developmental psychology, enabling you to demonstrate practical skills in psychological research examining issues in human development across the lifespan.

3. Develop advanced critical thinking skills in the context of developmental psychology, allowing you to apply knowledge of the scientific method in thinking about problems related to the development of behaviour and mental processes.
4. Develop an advanced appreciation of the values, research and professional ethics in developmental psychology, including the ability to promote evidence-based approaches to understand and explain changes in human behaviour across the lifespan.
5. Develop effective communication skills (written and group discussion) with a focus on developmental psychology including the ability to collaborate effectively, demonstrating an ability to work within a group and complete projects in a timely, sensitive and ethical manner.
6. Understand and apply the principles of psychology derived from developmental psychology to everyday life, with regard to applying psychological concepts, theories and research findings to solve problems in everyday life and society.

2.4 Relationship between course and program learning outcomes and assessments-

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Online activities Readings	Tutorials Online activities Readings		Tutorials Study Group Forum Q and A forum		“Secured” Quiz (Week 1-6) Group Work Reflection Essay
2.	Tutorials Online activities Formative revision quizzes	Tutorials Online activities Formative revision quizzes	Tutorials Online activities Formative revision quizzes		Tutorials Study Group Forum Q and A forum	Tutorials Online activities Study Group Forum	“Secured” Quiz (Week 2-6) Group Work Reflection Essay
3.			Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Online activities Readings		Tutorials Study Group Forum	“Secured” Quiz (Week 2-6) Group Work Reflection Essay

4.	Tutorials Online activities Readings Formative revision quizzes		Tutorials Online activities Readings	Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Study Group Forum Q and A forum	Tutorials Online activities Study Group Forum	“Secured” Quiz (Week 2-6) Group Work Reflection Essay
5.					Tutorials Study Group Forum Q and A forum		Group Work Reflection Essay
6.	Tutorials Online activities Readings Formative revision quizzes		Tutorials Online activities Readings Formative revision quizzes			Lectures Tutorials Online activities Readings Formative revision quizzes	“Secured” Quiz (Week 2-6) Group Work Reflection Essay

3. Strategies and approaches to learning

3.1 Learning and teaching activities

The course web page is available through the e-learning Moodle site:

<https://moodle.telt.unsw.edu.au/login/index.php>. Login with your student number and password, and follow the links to the PSYC page.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the “secured” quizzes and written assessments.

Each week students can expect the following:

Lectures will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. This will be broken down into 6 x 20-minute lectures covering the main concepts for each sub-topic of the week

Online Tutorials will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials, for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

Online activities: Each week there will be a range of online activities, including formative revision quizzes and interactive learning modules using a range of adaptive learning platforms. These activities will allow students to explore the topics of the week in greater depth and provide formative assessment for the students and revision opportunities.

Readings: There will be assigned readings each week that cover the major topic of the week. Students will need to complete the readings in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Group Forum and reply to the comment of at least two other students in the course (**4.5 hours**).

The General Discussion Forum connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

The Q and A Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills.

Formative topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content. The formative revision quizzes will be available through the MindTap section available on the Moodle course page. **NB: These formative quizzes do not contribute to the student's final grade and are not to be confused with the “secured weekly quizzes”.**

3.2 Expectations of students

Moodle contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email. All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and these will be allocated according to the progress that was saved. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessments/exams.

NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. **The expected level of engagement is on average 18-19 hours per week** (in the 6-week term). Average engagement levels are as follows (a) **2 hours** of engagement with the lecture content (6 x 20-minute lectures per week); (b) Tutorial attendance, **3 hours** per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) **4.5 hours** to complete the assigned activities, including revision modules; (d) **4.5 hours** to complete the assigned weekly readings, there will be three readings each week that accompany the content for each lecture topic; (e) **4-5 hours** to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Tutorial Attendance: All tutorials will be delivered in an online mode, through Blackboard Collaborate, given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students will be able to participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (a recorded version of the tutorial). Students that are only able to access the tutorials in an asynchronous manner will be required to submit their contribution to 2-3 short questions to the forum in order to provide evidence of participation in the tutorial session.

NB: Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Diploma Special consideration policies and procedures if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the Graduate Diploma Student Guide and the School of Psychology Student Guide.

4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 2 hours of face to face tutorials, and 4.5 hours of online activities. Students are expected to take an additional 5-6 hours each week of self-determined study to complete assessments, readings, and exam preparation

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
Week 1	Early development 1.1 Prenatal/brain development 1.2 Experience expectant processes 1.3 Early learning	Online tutorial discussion based on lectures and readings. Students will discuss the foetal development including the development and plasticity of the brain and outline the major milestones of infancy (e.g. walking and talking).	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)
Week 2	Cognitive Development 2.1 Cognition in early and mid-childhood 2.2 Thinking about self and others 2.3 Higher order thinking	Online tutorial discussion based on lectures and readings. Students will discuss some of the major milestones of childhood including understanding the causality and reasoning; development of executive functions.	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)
Week 3	Social and emotional development 3.1 Social cognitive development (Theory of mind) 3.2 Emotional development: Early attachment 3.3 Emotional development: Temperament	Online tutorial discussion based on lectures and readings. Students will discuss the social and emotional development of early childhood, including attachment and temperament	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)

Week 4	Adolescence and adulthood 4.1 Defining adolescence 4.2 The social brain in adolescence 4.3 Mental health in adolescence	Online tutorial discussion based on lectures and readings. Students will discuss typical adolescent development in both the body and the brain before addressing a range of disorders that often first present in childhood and adolescence including conduct disorder, anxiety and depression.	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)
Week 5	Primary / normative / neurotypical ageing 5.1 Sensory and functional aging 5.2 Cognitive aging 5.3 Socioemotional aging, emotion regulation, mental health and welling	Online tutorial discussion based on lectures and readings. Students will discuss the normal stages of aging across the lifespan, including cognitive and socioemotional aging. Students will discuss some of the issues surrounding health and well-being in aging	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)
Week 6	Secondary/disease related/ neuropathological aging 6.1 Dementia types, aetiology, diagnosis and neuropsychiatric symptoms 6.2 Neurocognitive assessments and decision making 6. 3 End of life, palliative care and resilience	Online tutorial discussion based on lectures and readings. Students will discuss the diversity of dementias, the heterogeneity of symptoms and the difficulties that this poses for diagnosis and treatment.	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date (normally midnight on due date)
Assessment 1: "Secured" Quiz (6 quizzes)	20 MCQ questions per quiz	40%	40	Sunday 11:59pm week of release (Weeks 1,2,3,4,5,6)
Assessment 2: Group Work	1000 words	20%	100	Sunday Week 3
Assessment 3: Reflection	750 words	10%	10	Sunday Week 5
Assessment 4: Essay	1500 words	30%	100	Sunday Week 6

Assessment 1: "Secured" Quizzes (cumulative assessment): Students will be required to complete 5 quizzes under official exam conditions. These quizzes will cover the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the current week. The "Secured" quizzes form part of a cumulative assessment. Each Quiz will include 20 multiple choice questions. The five highest marks will be counted towards the final grade.

Assessment 2: Group Work 20%: Students will be allocated into groups and assigned one area of development across the lifespan. They will be required to research and discuss the current evidence regarding one issue in this area. The group will need to provide a written summary of the research in order to share the information with the rest of the cohort, including a discussion of the strength of the evidence. This will allow students to develop an understanding of developmental psychology in a broader sense. There will be no extensions allowed for this assessment. Please be aware of the needs of your group members and work in a timely manner. The assessment will involve a review of the performance of other group members. Each student will complete an evaluation of the contribution and performance of the members of their group. The average mark awarded by the group will contribute to the individual mark component of this assessment. Students will receive a group and individual mark for this assessment.

Assessment 3: Reflection 10%: Students will be required to provide a self-reflection on the feedback provided by their their group members. This allows students to develop the skills of providing constructive feedback in a sensitive manner. Further, students will learn about the peer review process and develop skills for self-reflection and integrating feedback. Students will receive marks for the quality of their feedback and completion of their self-reflection.

Assessment 4 Essay 30%: Students will be required to choose one area of development across the lifespan to research and discuss. Students will have the opportunity to pick a topic which is of particular interest to them. The assessment will require students to submit an essay (individually) discussing their chosen issue in lifespan development. They will be required to complete a critical analysis of the issues related to this stage of development based on the current research.

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with the Graduate Diploma in Psychology assessment policy. Students will receive a penalty of 5% per day for late submissions, including weekends. For example an assessment due on Sunday and submitted on Tuesday would be considered two days late leading to a penalty of $5\% \times 2 = 10\%$ from the total assessment mark.

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Special consideration applications must be submitted through the special consideration portal available through myUNSW. *UNSW operates under a Fit to Sit/ Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, **the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/ submits an assignment, they are declaring themselves well enough to do so.***

Group Work: There will be NO extensions granted for the group work assessment, this includes applications for special consideration. Due to the nature of the assessment task, all students must work together in timely manner and will need to submit their work as a team.

Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments

Alternative assessments: there will be no alternative assessments due to the intensive nature of the course. Please refer to the Graduate Diploma in Psychology (5331) Guide for policies and procedures relating to misadventure.

Supplementary examinations: Students may apply for a supplementary exam, providing that this is not an ongoing issue. If students are unable to engage in all aspects of the course for two weeks or longer, they will be required to submit an application to withdraw from the course without penalty. Please refer to the Graduate Diploma in Psychology (5331) Guide for policies and procedures relating to misadventure.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Assessment 1: “Secured” Quiz (5 quizzes)	Monday following quiz submission	Course convenor	Online	Moodle
Assessment 2: Group Work	Sunday Week 5	Tutor	Online	Moodle
Assessment 3: Reflection	Sunday Week 6	Peers	Online	Moodle
Assessment 4: Essay	10 working days after due date	Tutor	Online	Moodle

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 6th edition.](#)

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

7. Readings and resources

Textbook	Life Span Human Development E-book copies of the textbook will be provided to students through Moodle along with MindTap additional resources.
Course information	Available on Moodle
Required readings	Graduate Diploma Program Guide
Recommended internet sites	UNSW Library UNSW Learning centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

8. Administrative matters

The [Graduate Diploma in Psychology](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>

