UNSW Course Outline

SOCW1004 Lifespan, Health and Resilience - 2024

Published on the 19 Sep 2024

General Course Information

Course Code : SOCW1004
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Social Sciences
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

Drawing on a biopsychosocial framework of human development you will examine the experience of health and wellbeing over the lifespan. You will be introduced to Developmental Theory and perspectives on coping and resilience that illuminate individual and ecological

factors which promote or inhibit the physical, psychological and social wellbeing of individuals over the life course.

Course Aims

This course aims to:

- Enhance understanding of contemporary biopsychosocial models of human development through the lifespan.
- Examine major strands of development through the lifespan and evaluate the relationship between life stages and the experience of health and wellbeing.
- Analyse the physical, intellectual, emotional, familial and societal requisites for optimal development and health.
- Evaluate the interaction between biological, psychological, behavioural, environmental and social variables in contributing to health outcomes.
- Synthesise and evaluate students' knowledge base about diversity in development through the life course and its relationship to engaging in non-discriminatory interactions in practice and research.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify biopsychosocial theories of human development and health through the lifespan.
CLO2 : Critically apply selected theories and concepts addressed to specific developmental stages to explain behaviour.
CLO3 : Assess the importance and impact of context (family, school, work) on the nature of development and the experience of health and wellbeing.
CLO4 : Identify and evaluate ways in which environmental conditions interact with age, culture and gender to influence development and behaviour.
CLO5 : Demonstrate a familiarity with the effects of diversities, disparities and oppressions on human development and health.
CLO6 : Demonstrate a considered view of the implications of these theories for social work and research.

Course Learning Outcomes	Assessment Item
CLO1 : Identify biopsychosocial theories of human development and health through the lifespan.	• Tutorial Presentation and Paper
CLO2 : Critically apply selected theories and concepts addressed to specific developmental stages to explain behaviour.	• Major Assignment
CLO3 : Assess the importance and impact of context (family, school, work) on the nature of development and the experience of health and wellbeing.	• Tutorial Presentation and Paper
CLO4 : Identify and evaluate ways in which environmental conditions interact with age, culture and gender to influence development and behaviour.	• Major Assignment
CLO5 : Demonstrate a familiarity with the effects of diversities, disparities and oppressions on human development and health.	• Tutorial Presentation and Paper
CLO6 : Demonstrate a considered view of the implications of these theories for social work and research.	• Major Assignment

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Microsoft Teams | Zoom |

Echo 360 | Review - Assessment/Feedback Tool

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Tutorial Presentation and Paper Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: Various
Major Assignment Short Extension: Yes (2 days)	60%	Start Date: Not Applicable Due Date: 08/11/2024 11:59 PM Post Date: 22/11/2024 11:59 PM

Assessment Details
Tutorial Presentation and Paper

Assessment Overview

This assessment has 2 components: verbal and written, each worth 20%.

Students deliver a 5-minute presentation in class and submit a written summary (1000-words) based on the seminar topic one week after their presentation. Students are graded on the presentation and paper. Rubric will be provided in advance so that students can work towards known standards.

Feedback will be given within 10 working days of assessment due date.

Course Learning Outcomes

- CLO1 : Identify biopsychosocial theories of human development and health through the lifespan.
- CLO3 : Assess the importance and impact of context (family, school, work) on the nature of development and the experience of health and wellbeing.
- CLO5 : Demonstrate a familiarity with the effects of diversities, disparities and oppressions on human development and health.

Detailed Assessment Description

The details will be provided on the course Moodle site.

Assessment Length

1000 words

Submission notes

PPT slides must be submitted before a tutorial presentation. A tutorial paper is due one week after the presentation.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.
If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Major Assignment

Assessment Overview

Students submit a 2,500-word essay at the end of Term. The major assignment involves an integrative paper that applies and evaluates core theories within the context of lifespan and health. Rubric is provided in advance so that students can work towards expected standards. This is the final assignment in this course. Feedback will be given within 10 working days of assessment due date.

Course Learning Outcomes

- CLO2 : Critically apply selected theories and concepts addressed to specific developmental stages to explain behaviour.
- CLO4 : Identify and evaluate ways in which environmental conditions interact with age, culture and gender to influence development and behaviour.
- CLO6 : Demonstrate a considered view of the implications of these theories for social work and research.

Detailed Assessment Description

The details will be provided on the course Moodle site.

Assessment Length

2500 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.
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General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Overview of the Course; Lifespan approaches to Development
	Tutorial	Allocation of presentation topics; Biopsychosocial components of health and illness.
Week 2 : 16 September - 22 September	Lecture	Developmental Theories
	Tutorial	Exploration of lifespan theories and concepts based on the case study of Noah
	Online Activity	Multiple-choice to test knowledge of theories/concepts covered in the course
Week 3 : 23 September - 29 September	Lecture	Prenatal, birth and infancy; Early and Middle Childhood
	Tutorial	Bonding and attachment; the case study of Coen
Week 4 : 30 September - 6 October	Lecture	Conceptions of health and illness; Responses to illness; Stress and health
	Tutorial	Erikson's psychosocial crises of childhood; the case study of Jamali
	Online Activity	Reactions to illness; Biopsychosocial components of health and illness
Week 5 : 7 October - 13 October	Lecture	No Lecture (Public Holiday)
	Tutorial	Using GenAI ethically and constructively
Week 6 : 14 October - 20 October	Other	No lecture or tutorial - Flexibility week
Week 7 : 21 October - 27 October	Lecture	Adolescence and Young Adulthood
	Tutorial	Conflicts during adolescence; the case study of Jennifer
	Online Activity	Exploration of themes on relationships through exchange in a Discussion Forum
Week 8 : 28 October - 3 November	Lecture	Family/Children's Stress and Conflict; Child Maltreatment; Family violence
	Tutorial	Abortion and women's lives; the case study of Mary
Week 9 : 4 November - 10 November	Lecture	Mid and Older Adulthood
	Tutorial	Theories of coping; the case study of John
	Online Activity	Multiple-choice questions to test knowledge on older adulthood and dementia
	Assessment	Major Assignment
Week 10 : 11 November - 17 November	Lecture	End of Life Issues; Chronic and Terminal illness
	Tutorial	End of life issues; an advance care directive; Review and evaluation
	Online Activity	Exploration of End of life issues through exchange in a Discussion Forum

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Resources

Prescribed Resources

1. Title: Lifespan Development: A Chronological Approach

Authors: Michele Hoffnung, Robert J. Hoffnung, Kelvin L. Seifert, Abi Brooker, Sonja Ellis, Damien Riggs, Wayne Warburton, Elyse Warner

Edition: 5th Australasian Edition 2022

ISBN: 978-0-730-39738-0

Publisher: Wiley

2. Title: Health and Human Behaviour

Authors: Ken Jones, Debra Creedy

Edition: 3rd (2012 reprinted 2013)

ISBN: 9780195577259

Publisher: Oxford University Press (Australia and New Zealand)

Course Evaluation and Development

Student feedback is sought through MyExperience evaluations and a specially designed feedback form. Such feedback has been integrated into the design and delivery of the course and the refinement of assessments.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jung-Sook Lee		Room 140 Morven Brown	9065 1271	By appointment	Yes	Yes

Other Useful Information

Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your

needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

Important note: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

School Contact Information

School of Social Sciences

Location: Room 159, Morven Brown Building (C20), Kensington campus

Opening Hours: Monday – Friday, 9am – 5pm (except public holidays)

Telephone: +61 2 9385 1807

Email: soss@unsw.edu.au

Web: https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences