ALLH11006 *Life Course Development for Health Professionals*
Term 2 - 2024

Profile information current as at 13/07/2025 05:32 pm

All details in this unit profile for ALLH11006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will describe and study changes, continuity and growth that occurs in human development from infancy to older age. You will learn the complexities of development, including theoretical frameworks for understanding patterns of transition and constancy across the human life course. You will discuss the biological, physical, psycho-social, cognitive, cultural and contextual factors affecting development. You will be introduced to concepts and terminology used in life course development. Implications of life course development issues for health professional practice will be explored. You will be provided a sound foundation for understanding expected life course events and a basis for learning about atypical life course occurrences in subsequent units.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2024

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online discussion forum**
Weighting: 15%
2. **Case Study**
Weighting: 40%
3. **Presentation**
Weighting: 45%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Unit and Teaching Evaluations

Feedback
There were too many quiz questions for the time allocated.

Recommendation
It is recommended that the online quiz assessment task in this unit be revised for future offerings of this unit.

Feedback from Student Unit and Teaching Evaluations

Feedback
The requirements of assessment tasks could have been clearer.

Recommendation
It is recommended that the Unit Coordinator emphasise that assessment requirements are discussed in depth at the weekly tutorials.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe changes that occur across the human life course: infancy, early and middle childhood, adolescence, adulthood and older adulthood.
2. Explain the impact of physical, biological, cognitive, psychosocial, cultural and contextual factors that relate to life course development.
3. Create case reports that integrate knowledge of life course development concepts for health professional practice.

The content of this unit will allow students to progress towards meeting The Australian Competency Standards for New Graduates (OT Australia 2010), ANZPAC Accreditation Criteria C.Curriculum and Assessment 2.2 Lifespan Physiological Changes, Australian Standards for Physiotherapy (APC, 2006) and Standard 5.1 for Clinical Best Practice (APA 2011). The learning outcomes will contribute to the foundation knowledge required for the Competency Assessment in Speech Pathology (COMPASS®) and the Competency Based Occupational Standards for Speech Pathologists (CBOS, 2011). Unit Learning outcomes link directly to:
Competency Based Occupational Standards for Speech Pathology (CBOS, 2011):

- Unit 1 Assessment- Elements 1.1

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

- Unit 1 Reasoning- Elements 1.2
- Unit 2 Communication- Elements 2.1 and 2.2
- Unit 3 Learning- Elements 3.1, 3.2 and 3.3
- Unit 4 Professionalism- Elements 4.1

World Federation of Occupational Therapy guidelines (2004) suggest that the order of units in occupational therapy courses should ensure the student learning journey is sequential. Unit learning outcomes link directly to Occupational Therapy Australia competencies for Professional Attitudes and Behaviours as listed below:
1.4 Promotes and facilitates occupation though application of professional knowledge, skills, attitudes and evidence appropriate to the practice context
1.5 Incorporates best available research evidence and professional reasoning into occupational therapy practice
1.7 Demonstrates professional knowledge, skills and attitudes appropriate for the working environment

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ○ Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online discussion forum - 15%	●		
2 - Case Study - 40%		●	●
3 - Presentation - 45%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	○	○	○
2 - Problem Solving	○	○	○
3 - Critical Thinking	○	○	○
4 - Information Literacy	○	○	○
5 - Team Work			
6 - Information Technology Competence	○	○	○
7 - Cross Cultural Competence	○	○	○
8 - Ethical practice	○	○	○
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Textbooks and Resources

Textbooks
ALLH11006

Prescribed

Lifespan Development
5th Australasian Edition (2022)
Authors: Hoffnung
ISBN: 978-0-730-39738-0
If you are having issues accessing the eBook at the Library website, both paper and eBook copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Davina Taylor Unit Coordinator
d.taylor@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Studying Development and Developmental Theories	As outlined in 'Week 1' on Moodle.	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Biological Foundations, Genetics, Prenatal Development and Birth	As outlined in 'Week 2' on Moodle.	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The First Two Years	As outlined in 'Week 3' on Moodle.	

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Early Childhood	As outlined in 'Weeks 4 and 5' on Moodle.	**Online Discussion Forum** Due: Week 4 Monday (29 July 2024) 5:00 pm AEST

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Early Childhood (continued)	As outlined in 'Weeks 4 and 5' on Moodle.	

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Middle Childhood	As outlined in 'Week 6' on Moodle.	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Adolescence	As outlined in 'Week 7' on Moodle.	**Early Development Case Study Report** Due: Week 7 Monday (26 Aug 2024) 5:00 pm AEST

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Early Adulthood	As outlined in 'Week 8' on Moodle	

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Middle Adulthood	As outlined in 'Week 9' on Moodle	

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Late Adulthood	As outlined in 'Week 10' on Moodle	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Death and Dying	As outlined in 'Week 11' on Moodle	

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
No new content	No new content	**Presentation** Due: Week 12 Monday (30 Sept 2024) 5:00 pm AEST

Term Specific Information

This unit consists of lectorials, H5P activities and tutorials. Lectorials are a series of short pre-recorded videos that provide fundamental knowledge. H5P activities consist of various types of activities and are usually situated between lectorials, as they are designed to help reinforce your theoretical knowledge and understanding. Tutorials are designed to assist you to apply your theoretical understanding in a practical manner. It is expected that you work through lectorials and H5P activities prior to attending your weekly tutorials. Please, refer to the timetable for tutorial times and locations. Tutorials will also be provided online and be recorded.

Assessment Tasks

1 Online Discussion Forum

Assessment Type
Online discussion forum

Task Description
For this assessment task, you are required to:

- Demonstrate your understanding and engagement with the first two weeks of learning content.
- Submit one discussion forum post via the unit's Moodle page, in response to the questions outlined in the Task Description.

Word Count
The assessment is 300 words (+/-10%). This includes the main body of text and in-text references, but excludes the reference list.

Academic Writing
Remember to rely on academic references for the developmental theories and concepts.

Please, refer to ALLH11006 Life Course Development for Health Professionals Moodle page for additional information, including a detailed Task Description.

Assessment Due Date
Week 4 Monday (29 July 2024) 5:00 pm AEST

NOTE: If your submission is not submitted in accordance with the due date, feedback will be returned two (2) weeks after submission.

Return Date to Students
Vacation Week Monday (12 Aug 2024)

Weighting
15%

Assessment Criteria
For this task, you will be graded against the following criteria:
- Posting well researched and considered answers to the online discussion questions.
- Synthesis and integration of literature and unit material within the posting.
- Clear written expression and correct spelling.
- Adequate and appropriate referencing (APA 7th edition)

It is important that you access the marking rubric, available on Moodle. The rubric provides you with detailed marking criteria that will assist you in completing the assessment task.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Post your response to the 'Assessment 1 Discussion Forum' and upload your post as a single word document in either .doc. or .docx via the ALLH11006 Moodle page. Ensure that you upload the correct file and that you complete the submission process in its entirety, as late submissions are penalised.

Learning Outcomes Assessed

- Describe changes that occur across the human life course: infancy, early and middle childhood, adolescence, adulthood and older adulthood.

2 Early Development Case Study Report

Assessment Type
Case Study

Task Description
For this assessment task, you are required to choose one (1) of the three (3) case studies outlined on the ALLH11006 Life Course Development for Health Professionals Moodle page and:
- Describe the role of one (1) allied health professional in supporting healthy life course development from birth through to 5 years of age.
- Discuss additional background information that would be required for holistic care.
- Explore the physical, cognitive and psychosocial development of a three (3) year old child case study patient.
- Integrate developmental concepts and theories into your discussion.

Word Count

The assessment is 1200 words (+/-10%). This includes the main body of text and in-text references, but excludes the title page and reference list.

Academic Writing
Remember to rely on academic references and developmental theories and concepts.

Please, refer to ALLH11006 Life Course Development for Health Professionals Moodle page for additional information, including a detailed Task Description.

Assessment Due Date
Week 7 Monday (26 Aug 2024) 5:00 pm AEST

NOTE: If your submission is not submitted in accordance with the due date, feedback will be returned three (3) weeks after submission.

Return Date to Students
Week 10 Monday (16 Sept 2024)

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
For this task, you will be graded against the following criteria:
- Professional application of life course approach.
- Investigation and application of concepts and theories in life course development.
- Communication through academic writing.

This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit overall. It is important that you access the marking rubric, available on Moodle. The rubric provides you with a detailed marking criteria that will assist you in completing the assessment task.
Please, refer to the ALLH11006 Moodle page for additional information, including a detailed criteria sheet.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Please, upload a single word document in either .doc or .docx format via the ALLH11006 Moodle page. Ensure that you upload the correct file and that you complete the submission process in its entirety, as late submissions are penalised.

Learning Outcomes Assessed

- Explain the impact of physical, biological, cognitive, psychosocial, cultural and contextual factors that relate to life course development.
- Create case reports that integrate knowledge of life course development concepts for health professional practice.

3 Presentation

Assessment Type
Presentation

Task Description
For this assessment task you are required to:
- Build upon your analysis carried out in Assessment 2.
- Describe the role of your future profession in providing essential care to the case study patient.
- Explore the physical, cognitive and psychosocial development of a fifty (50) year old.
- With reference to life course development concepts and theories, discuss how the case study patient may experience atypical physical, cognitive and psychosocial development.
- Present an 8 minute pre-recorded presentation, using audio, visual and a PowerPoint presentation.

Please, refer to ALLH11006 Life Course Development for Health Professionals Moodle page for additional information,

including a detailed Task Description.

Assessment Due Date
Week 12 Monday (30 Sept 2024) 5:00 pm AEST

NOTE: If your submission is not submitted in accordance with the due date, feedback will be returned three (3) weeks after submission.

Return Date to Students
Exam Week Friday (18 Oct 2024)

Weighting
45%

Minimum mark or grade
50%

Assessment Criteria
For this task, you will be graded against the following criteria:
- Professional application of life course development approach.
- Application of concepts and theories in life course development.
- Use of effective presentation skills to engage your audience.
- Support your presentation with appropriate referencing (APA).

This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit overall. It is important that you access the marking rubric, available on Moodle. The rubric provides you with a detailed marking criteria that will assist you in completing the assessment task.
Please, refer to the ALLH11006 Moodle page for additional information, including a detailed criteria sheet.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
To upload your presentation for grading, please follow the steps on the ALLH11006 Moodle site.

Learning Outcomes Assessed

- Describe changes that occur across the human life course: infancy, early and middle childhood, adolescence, adulthood and older adulthood.
- Explain the impact of physical, biological, cognitive, psychosocial, cultural and contextual factors that relate to life course development.
- Create case reports that integrate knowledge of life course development concepts for health professional practice.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem