

SOCW1004

Lifespan, Health and Resilience

Term 3, 2022



Course Overview

Staff Contact Details

Convenors

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Tutors

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School Contact Information

School of Social Sciences

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Summary of the Course

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 Learning Outcomes

1. Identify biopsychosocial theories of human development and health through the lifespan.
2. Critically apply selected theories and concepts addressed to specific developmental stages to explain behaviour.
3. Assess the importance and impact of context (family, school, work) on the nature of development and the experience of health and wellbeing.
4. Identify and evaluate ways in which environmental conditions interact with age, culture and gender to influence development and behaviour.
5. Demonstrate a familiarity with the effects of diversities, disparities and oppressions on human development and health.
6. Demonstrate a considered view of the implications of these theories for social work and research.

Teaching Strategies

Weekly 1.5-hour pre-recorded lectures cover theory aspects of the course. Each week students will engage in half an hour of relevant online activities to help facilitate learning, as a follow up of lecture content. A weekly 1-hour tutorial provides an opportunity for students to analyse theory and develop skills through various tutorial activities, questions, and discussion. Students will also develop key skills through brief oral presentations to enhance their competencies in verbal articulation of theory.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Tutorial Presentation and Paper	40%	Not Applicable	1, 3, 5
2. Major Assignment	60%	11/11/2022 11:59 PM	2, 4, 6

Assessment 1: Tutorial Presentation and Paper

Assessment length: 1000 words

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.

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

Additional details

The tutorial presentation involves students answering a set question using scholarly readings. It also involves a written description and analysis of material relevant to the question – further details are below. For themes for tutorial presentations refer to Lecture and Tutorial Schedule on Moodle. You are graded on the presentation and paper. Rubric will be provided in advance so that students can work towards known standards.

	Worth
Verbal presentation	20%
Written paper	20%
Total	40%

Presentation Requirements

You are expected to present scholarly material related to the tutorial topic. This will be followed by class discussion on the material presented and structured tutorial activities. The presentation should address theoretical issues and should be mostly in your own words. Where others' words are used, you must acknowledge them. Failure to do so is one form of plagiarism and can lead to a mark of zero. The

presentation could also include some prepared questions to stimulate class discussion on the topic. Do not just read prepared notes.

The formal presentation is to take **5 minutes** each per presenter and may be in the form of a PowerPoint presentation. It is up to you to present the most important information relevant to the topic. Use the prescribed texts and **your own library search material** when preparing salient theory, research and issues related to your topic. You may seek the assistance of tutors, librarians and others, but the choice of material is to be yours, and all material should be fully referenced.

For help with oral presentations see: <https://student.unsw.edu.au/skills>

Criteria for marking presentation:

- Focus on the question
- Evidence of research and theory
- Citation of sources during presentation
- Critical evaluation of the literature
- Engagement of the class by speaking to your points

Worth 20% of marks

The individual tutorial written paper This is to be submitted in Turnitin in Moodle **within a week following your presentation** to allow you to incorporate any discussion from your session. This paper may be subjected to a plagiarism test. The summary should be an academic overview of the topic, 1000 words in length typed with 1.5 spacing.

Assessment 2: Major Assignment

Start date: 24 October 2022

Assessment length: 2500 words

Due date: 11/11/2022 11:59 PM

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.

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

Additional details

The purpose of this assessment is to integrate what you have learned from this course and apply this

knowledge to a specific phase of the lifespan.

Topic:

An analytical account of a chosen life stage, with theoretical integration, and a related health issue.

- Identify a **stage of human development and a health issue** relevant to that stage. The stage and health issue should be clearly identified at the beginning of your assignment.
- Discuss **two relevant theories** applicable to this stage and the health-related issue. Illuminate your answer with these theories.
- Discuss the life stage and related health issue from the perspective of **diversity**.

A. Examples of life stages you may choose:

1. The first three years
2. Pre School Age
3. School Age
4. Adolescence
5. Young adulthood
6. Mid-adulthood
7. Late adulthood

B. Examples of Diversity

Race and ethnicity	Culture
Gender	Religion and spirituality
Socio economic status	Disability
Sexual orientation	Populations at risk

Guidelines for critical review of the literature and preparation of your assignment

Review the literature that addresses

1. Theory relevant to the developmental issues of the chosen stage
 2. Theory relevant to health and illness
- Your sources could include a combination of material from the text, journal articles, other books, non-published materials e.g. internet sources, novels, media
 - You must critically evaluate this material/data (e.g. research article-sample size, generalizability of study, measures used etc.)
 - Information/data from the internet needs to be evaluated similarly. Information from novels/media are best used in illustrations of the points you are trying to make rather than as theory, data or evidence

Criteria for marking:

- Reading and research

- Stage of lifespan development
- Health issue clearly identified
- Two relevant theories
- Diversity perspectives
- Critical evaluation and originality of thought
- Organization of material
- Clarity of expression and quality of writing
- Citing sources, referencing and bibliography

Worth: 60% of marks

Word length: 2500 words

Assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*, available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>

Attendance Requirements

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

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 12 September - 16 September	Lecture	Overview of the Course; Lifespan approaches to Development <i>Ch 1 Hoffnung et al.; Ch 1 Jones & Creedy</i>
	Tutorial	Allocation of topics for tutorial presentations; Biopsychosocial components of health and illness.
Week 2: 19 September - 23 September	Lecture	Developmental Theories <i>Ch 2 Hoffnung et al.; Ch 4 Jones & Creedy</i>
	Tutorial	Reaction to illness; Biopsychosocial factors in development.
Week 3: 26 September - 30 September	Lecture	Prenatal, birth and infancy; Early and Middle Childhood <i>Ch 3,5,7,9 Hoffnung et al.; Ch 2 Jones & Creedy</i>
	Tutorial	Bonding and attachment; the case study of Coen
	Online Activity	Multiple-choice to test knowledge of theories/concepts covered in the course (Due: Friday 1 October)
Week 4: 3 October - 7 October	Lecture	None - Public holiday
	Tutorial	Erikson's psychosocial crises of childhood; the case study of Jamali
Week 5: 10 October - 14 October	Tutorial	Stress and families; Discussion of major assignment
	Lecture	Conceptions of health and illness; Responses to illness; Stress and health <i>Ch 1,12,13 Jones & Creedy; pp. 653-660 Hoffnung et al.</i>

	Online Activity	Exploration of lifespan theories and concepts based on a case study of Jonathan (Due: Friday 8 October)
Week 6: 17 October - 21 October	Lecture	None - Flexibility week
	Tutorial	None - Flexibility week
Week 7: 24 October - 28 October	Lecture	Adolescence and Young Adulthood <i>Ch 10 & 11 Hoffnung et al.; Ch 2 Jones & Creedy</i>
	Tutorial	Conflicts during adolescence; the case study of Jennifer
	Online Activity	Exploration of themes on relationships through exchange in a Discussion Forum (Due: Friday 22 October)
Week 8: 31 October - 4 November	Lecture	Family/Children's Stress and Conflict; Child Maltreatment; Family violence <i>pp. 287-288 Hoffnung et al.</i>
	Tutorial	Abortion and women's lives; the case study of Mary
Week 9: 7 November - 11 November	Lecture	Mid and Older Adulthood <i>Ch 15 & 17 Hoffnung et al.; Ch 3 Jones & Creedy</i>
	Tutorial	Theories of coping; the case study of John
	Online Activity	Multiple-choice questions to test knowledge on older adulthood and dementia (Due: Friday 5 November)
	Assessment	Major Assignment
Week 10: 14 November - 18 November	Lecture	End of Life Issues; Chronic and Terminal illness <i>Ch 18 Hoffnung et al.; Ch 5 Jones & Creedy; pp. 43-44 Jones & Creedy</i>
	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 (Due: Friday 12 November)

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)

Recommended Resources

Google Scholar:

You will benefit from becoming familiar with Google Scholar <http://scholar.google.com> as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library":

You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

Recommended online materials and other useful sources:

In this subject it is expected that you will seek out specialist journals on topics related to the course. Some of these include: Stress and Coping; Australian Journal of Psychology; Australian Social Work;

Australian Psychologist; British Journal of Social Psychology; British Journal of Social Work; Developmental Psychology; Journal of Traumatic Stress; Child Development; Journal of Adolescence; Journal of Marriage and Family; Journal of Ageing and Health; Child and Family Social Work, Health & Social Work; Social Work in Health Care.

Some of the above journals can be accessed electronically via the Library Resources Database at:

https://primoa.library.unsw.edu.au/primo-explore/jsearch?vid=UNSW&lang=en_US

Use of the Internet:

There are numerous articles on human development and health on the web. Many of them are sound, but many are either very lightweight or contain errors. Be very careful in your choice of web sources. Recall, it is plagiarism if you use the words of other people without quotation marks or indenting the longer quotations, or without citing them orally during a presentation. Also, if you are citing any material from the website, you must openly acknowledge even when you present the points in your own words. If you are unsure how to do this see:

<https://student.unsw.edu.au/plagiarism>

Remember, UNSW librarians are usually happy to help you locate articles or make suggestions regarding possible material to help you in your academic work. You can also access basic online help at:

<https://www.library.unsw.edu.au/students>

These are just a few of the sources you can use for gathering **the latest research evidence and theoretical propositions** to help you address the tutorial topic of the week, the assignment and to prepare more generally in this course.

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.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, 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](#).

Academic Honesty and Plagiarism

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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Image Credit

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