

## UNIT INFORMATION

<b>UNIT CODE</b>	CO220	
<b>UNIT NAME</b>	Development Through the Lifespan	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Intermediate	
<b>UNIT COORDINATOR</b>	Doug Taylor	
<b>TEACHING STAFF</b>	Doug Taylor	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face on site	
	External	
<b>STUDENT WORKLOAD</b>	<i>Face to face</i>	
	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<i>Prerequisite</i>	
	SO100 Academic and Professional Communication	
	SO112 Introduction to Human Behaviour	

## RATIONALE

In order to relate to and effectively counsel children and adults of varying ages, counselling practitioners need an understanding of human development across the lifespan. Further, the field of neuroscience is expanding rapidly and has contributed enormously to understandings of human development in a way that emphasises the integration of brain, mind and relationships.

Human development needs to take into account the individual's perspective, looking at the uniqueness of each person's life story, considering culture, family, and life events. Theories of cognitive, emotional, relational, moral, and spiritual development are presented along with relevant findings from neurobiology, cultural understandings, and the principles, values, and direction represented by a Christian that help make sense of the sometimes-difficult developmental transitions that all humans face.

The unit will also afford students the opportunity to reflect on their own life span development and understand how their own life stage transitional experiences can contribute to their professional formation as a counselling practitioner.

## LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through lectures, tutorials and through assessments.

***This unit is offered as an internal class and in external mode. Students select which mode they wish to enrol in.***

### INTERNAL

In an internal class, there will be 1 lecture (2 hours) and tutorial (1 hour) per week. Please check the CHC timetable available on the CHC website for class times.

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

#### Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

#### Internal classes are supported by resources on CHC's learning portal:

1. Power points of lectures.
2. Essential readings and other useful resources.
3. Learning guides.
4. Assessment guides.
5. Discussion forums.
6. News forum.
7. Turnitin assessment and feedback tool.

### EXTERNAL

If the unit is taken in an external mode, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.
- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.

- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

### Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listen to lectures online and take notes.
- Revise and rewrite notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

**Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.**

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

1. Introduction to developmental psychology
  - a. Core understandings about human development
  - b. The impact of events and circumstances at various stages on future development
  - c. Adaptive processes and resilience
2. Infant development
  - a. Physical development
  - b. Cognitive development
  - c. Attachment and early emotional development
  - d. Psychosocial development
3. Developmental issues in infancy

- a. Infant disease and congenital abnormalities
- b. Attachment difficulties
- c. ACES
- d. Considerations for counselling practice
4. Childhood development
  - a. Emotional development
  - b. Cognitive development
  - c. Social and gender development
  - d. Moral development
  - e. Parental influences on child development
5. Transitional challenges, developmental disruptions, and losses in childhood
  - a. Trauma and considerations for counselling practice
  - b. Loss and grief and considerations for counselling practice
  - c. Serious illness and accidents and considerations for counselling practice
  - d. Natural disasters and considerations for counselling practice
  - e. Abuse and neglect and considerations for counselling practice
6. Adolescent development
  - a. Definitions and theories of adolescence
  - b. Physical development
  - c. Emotional development
  - d. Cognitive and moral development
  - e. Social development
7. Transitional challenges, developmental disruptions, and losses in adolescence
  - a. Mood changes
  - b. Identity crisis
  - c. Body image
  - d. Gender identity
  - e. Risky behaviours
  - f. Relationship issues
  - g. Transitioning from dependence to independence
  - h. School and study/employment
  - i. Abuse, grief and loss
  - j. Considerations for counselling practice
8. Adult development
  - a. Physical development
  - b. Emotional and social development
  - c. Moral development
  - d. Milestones of adulthood
  - e. Responsibilities of adulthood
9. Transitional challenges, developmental disruptions, and losses in adulthood
  - a. Gender and cultural differences
  - b. Childhood adversities
  - c. New opportunities
  - d. Partnering and Marriage
  - e. Parenting
  - f. Separation and Divorce
  - g. Re-partnering
  - h. Blended families
  - i. Mid-life crisis
  - j. Financial challenges
  - k. Career transitions

- l. Caring for aged parents
  - m. Considerations for counselling practice
10. The challenges of ageing
    - a. Physical changes
    - b. Cognitive changes
    - c. Perception changes
    - d. Social development
    - e. Financial challenges
    - f. Social isolation
    - g. Loss of partners, friends, independence
    - h. Elder abuse and neglect
    - i. Retirement
    - j. Becoming a grandparent
    - k. Dependent children
    - l. Ageism
    - m. Successful aging
  11. Christian worldview and human development
    - a. Spiritual development
    - b. Fowler's stages of faith development
    - c. Other models of faith development
    - d. A Christian worldview perspective on human development
  12. Responding to transitional challenges and developmental disruptions
    - a. Continuity vs discontinuity
    - b. Nature vs nurture
    - c. Concerns at different stages of development
    - d. Responding to transitional challenges
    - e. Developmentally focused counselling

## LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Understood a range of theoretical, neuropsychological, and cultural perspectives as applied to their own development.
2. Analysed the major aspects and phases of maturation in cognitive, emotional, relational, moral, and spiritual development.
3. Developed an understanding of the processes and events, including neurological, interpersonal, and cultural processes, that influence both development and individual differences.
4. Explored the effects of the transitional challenges and potential developmental disruptions for different stages across the lifespan.
5. Critically evaluated the values and principles of a Christian worldview as being an integral aspect of human development and life transition.
6. Communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

## ASSESSMENT TASKS

**ALL LEARNING OUTCOMES MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: REFLECTIVE ESSAY

Reflect on your own life story in relation to different aspects of human development including stages of development, theoretical perspectives, and transitional challenges.

Word Length/Duration: 1,500 words

Weighting: 30%  
 Learning Outcomes: 1-6  
 Assessed: Week 9  
 Method of Submission: Turnitin

## TASK 2: RESEARCH ESSAY

Research the aetiology of one developmental issue of interest that arises out of a transitional challenge or, if applicable, a developmental challenge due to biological or other factors, and how you would work with people with this issue.

Word Length/Duration: 2,000 words  
 Weighting: 40%  
 Learning Outcomes: 1-6  
 Assessed: Week 12  
 Method of Submission: Turnitin

## TASK 3: MY VIRTUAL CHILD REPORT

The aim of this essay is to demonstrate an understanding of the concepts and theories about early childhood, apply this knowledge to the changes observed in your virtual child (in MyVirtualLife), and link this analysis to subsequent stages of human development.

Word Length/Duration: 1,500 words  
 Weighting: 30%  
 Learning Outcomes: 1-3, 6  
 Assessed: Week 16  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-3, 6	1-7	K1, S2, S6	C, D
Task 2	1-6	1-12	K1, K3, K5, S2, S5, S6	C, D, E, G
Task 3	1-4, 6	1-7	K1, K3, K5, S2, S5, S6	C, D, E

## SPECIALIST FACILITIES OR EQUIPMENT

My Virtual Life. Students will need to purchase access to [www.myvirtuallife.com](http://www.myvirtuallife.com).

## PRESCRIBED TEXTS

Harms, L. (2020). *Understanding human development* (3<sup>rd</sup> ed.). Oxford University Press.

Walter, C. A., & McCoyd, J. L. M. (2020). *Grief and loss across the lifespan: A biopsychosocial perspective* (3<sup>rd</sup> ed.). Springer.

## RECOMMENDED READINGS

### BOOKS

Balswick, J., King, P., & Reimer, K. (2016). *The reciprocating self: Human development in theological perspective* (2<sup>nd</sup> ed.). Interservice.

- Holmes, P. & Farnfield. (Eds.). (2014). *The Routledge handbook of attachment: Theory*. Routledge.
- Keenan, T., Evans, S., & Crowley. (2016). *An introduction to child development* (3rd ed.). Sage.
- Keil, F. (2013). *Developmental psychology: The growth of mind and behaviour*. Norton.
- Martin, S. H. (2012). *Stepping up to spiritual maturity: The stages of faith development*. WestBow Press.
- Peterson, C. (2014). *Looking forward through the lifespan* (6th ed.). Pearson.
- Siegel, D. (2020). *The developing mind: How relationships and the brain interact to shape who we are* (3<sup>rd</sup> ed.). The Guilford Press.
- Simpson, J. & Roles, W. S. (Eds.). (2015). *Attachment theory and research: New directions and emerging themes*. The Guildford Press.
- White, F., Hayes, B., & Livesay, D. (2016). *Developmental psychology: From infancy to adulthood* (4<sup>th</sup> ed.). Pearson.

## JOURNALS

*Journal of Counselling and Development*

*International Journal of Children's Spirituality*

*Journal of Psychology and Theology*

*Journal of Psychology and Christianity*

## OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE

