



CHRISTIAN HERITAGE COLLEGE

CO220

DEVELOPMENT THROUGH THE LIFESPAN

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	CO220														
Unit name	Development Through the Lifespan														
Associated higher education awards	Bachelor of Counselling														
Duration	One semester														
Level	Intermediate														
Core/elective	Core														
Weighting	Unit credit points: 10 Course credit points: 240														
Delivery mode	Face-to-face on site External														
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>55 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study, and preparation	55 hours	Assignment preparation	60 hours	TOTAL	150 hours	Engagement with study materials	90 hours	Assignment preparation	60 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisites</i></p> <p>SO100 Academic and Professional Communication SO112 Introduction to Human Behaviour</p>														
Rationale	<p>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.</p> <p>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.</p> <p>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.</p>														

Prescribed text(s)	<p>Harms, L. (2011). <i>Understanding human development</i>. Oxford, UK: Oxford University Press.</p> <p>Walter, C. A., & McCoyd, J. L. M. (2016). <i>Grief and loss across the lifespan: A biopsychosocial perspective</i> (2nd ed.). New York, NY: Springer.</p>
Recommended readings	<p>Books</p> <p>Holmes, P. & Farnfield. (Eds.). (2014). <i>The Routledge handbook of attachment: Theory</i>. New York, NY: Routledge.</p> <p>Keenan, T., Evans, S., & Crowley. (2016). <i>An introduction to child development</i> (3rd ed.). Los Angeles, CA: Sage.</p> <p>Keil, F. (2013). <i>Developmental psychology: The growth of mind and behaviour</i>. New York, NY: Norton.</p> <p>Martin, S. H. (2012). <i>Stepping up to spiritual maturity: The stages of faith development</i>. Bloomington, IN: WestBow Press.</p> <p>Peterson, C. (2014). <i>Looking forward through the lifespan</i> (6th ed.). Frenchs Forest, NSW, Australia: Pearson.</p> <p>Siegel, D. (2012). <i>The developing mind: How relationships and the brain interact to shape who we are</i>. New York, NY: The Guilford Press.</p> <p>Simpson, J. & Roles, W. S. (Eds.). (2015). <i>Attachment theory and research: New directions and emerging themes</i>. New York, NY: The Guildford Press.</p> <p>White, F., Hayes, B., & Livesay, D. (2013). <i>Developmental psychology: From infancy to adulthood</i> (3rd ed.). Sydney, Aus: Pearson.</p> <p>Journals</p> <p><i>Australian Journal of Educational and Developmental Psychology</i></p> <p><i>Journal of Counselling and Development</i></p> <p><i>Cognitive Development</i></p> <p><i>International Journal of Children's Spirituality</i></p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Journal of Psychology and Christianity</i></p> <p>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).</p> <p>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.</p>
Specialist resource requirements	Blue Card

Content	<ol style="list-style-type: none"> 1. Introduction to developmental psychology 2. Infant development 3. Developmental issues in infancy 4. Childhood development 5. Transitional challenges, developmental disruptions, and losses in childhood 6. Adolescent development 7. Transitional challenges, developmental disruptions, and losses in adolescence 8. Adult development 9. Transitional challenges, developmental disruptions, and losses in adulthood 10. The challenges of ageing 11. Christian worldview and human development 12. Responding to transitional challenges and developmental disruptions
Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 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 life-span; 5. critically evaluated the values and principles of a Christian worldview as being an integral aspect of human development and life transition; and 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	<p>Task 1: Interviews and Report</p> <p>Conduct interviews with one child and one adolescent, investigating their processes of development across the areas of human development that have been covered in the unit.</p> <p><i>Note:</i> Before working with young people under the age of 18 years, students must provide evidence that they possess a “Working with children” check blue card or equivalent, and gain written permission of the young person’s legal guardian.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 8</p> <p>Task 2: Personal Reflection</p> <p>Reflect on your own life story in relation to different aspects of human development.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-3, 6</p> <p>Assessed: Week 11</p>

	<p>Task 3: Research Essay</p> <p>Select 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 discuss the aetiology of the issue from a number of perspectives.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 16</p>
<p>Unit summary</p>	<p>This unit approaches development from the individual's perspective, considering contextual as well as theoretical and neurobiological aspects of the lifespan development. Students will also have opportunity for reflection on their own personal journey and to explore the principles and values of a Christian worldview in making sense of the sometimes difficult developmental transitions that all of us face.</p>

SAMPLE