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SOCW1004

Lifespan, Health and Resilience

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

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Elizabeth Fernandez	e.fernandez@unsw.edu.au	By appointment	Morven Brown 152	9385 1865

Tutors

Name	Email	Availability	Location	Phone
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School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Social Work*

Drawing on a biopsychosocial framework of human development this course will examine the experience of health and wellbeing over the lifespan. Developmental theory and perspectives on coping and resilience are used to illuminate individual and ecological factors that promote or inhibit the physical, psychological and social wellbeing of individuals over the lifecourse.

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

A weekly two-hour lecture covers the theory aspects of the course. A weekly one hour tutorial provides an opportunity for students to apply the theory to practice situations and develop skills through the use of role plays, case analysis and student presentations.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial Presentation and Paper	40%	20/11/2019 11:00 PM	1,3,5
Major Assignment	60%	12/11/2019 11:00 PM	2,4,6

Assessment Details

Assessment 1: Tutorial Presentation and Paper

Start date: Not Applicable

Length: 1000

Details: 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.

Additional details:

The tutorial presentation involves students answering a set question using scholarly readings. It involves spoken and written description and analysis of material relevant to the question – further details are below. For themes for tutorial presentations refer to Table of Contents.

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

Presentation Requirements

Students will 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 should also include some **prepared questions** to stimulate class discussion and engage the class 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 the student to present the most important information relevant to the topic. Use the prescribed text and reading suggestions 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 question
- Evidence of research and theory
- Cite sources during presentation
- Critical appraisal

- Engage the class by speaking to your points

Worth 20 marks

The individual written paper

This is to be submitted in Turnitin within the Moodle page within a week following your presentation to allow you to incorporate any discussion from your presentation 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. References are not included in the word count and must conform to the School of Social Sciences referencing guide.

All students in the class are expected do some reading from the text before each tutorial in order to inform their participation in the discussion and tutorial activities. Remember, regular attendance at **tutorials and lectures** is a requirement of this course and unsatisfactory attendance will result in failure.

Criteria for marking:

Worth 20% of marks

- Addressed the question adequately
- Evidence of research/theory
- Cited sources
- Critical appraisal of material/issues
- Overall organization and integration
- Referencing and bibliography

Worth 20% of marks

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

Assessment 2: Major Assignment

Start date: 2/10/2019

Length: 2500

Details: 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.

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, 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 data or evidence

Criteria for marking:

Worth 60% of marks

- Evidence of reading and research
- Stage of development/biological, psychological and social factors
- Related health issue
- Two relevant theories

- Evidence of diversity perspectives
- Adequate coverage of question
- Critical evaluation of theory/research/issues
- Ability to summarize and clearly present ideas
- Overall organization and integration
- Originality of thought
- Referencing and bibliography
- Grammar and spelling
- Word limit not exceeding 100 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/>

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

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: 16 September - 20 September	Lecture	Overview of the Course Determinants of Development Lifespan approaches to Development
	Tutorial	Consider any illnesses that you or someone you know has experienced. To what extent were these illnesses influenced by mind, body and community. In your/their interactions with health care professionals to what extent did various biopsychosocial factors influence the professional's view of the illness? Draw on any theoretical perspective/s and research to highlight interdependent biopsychosocial components of health and illness. (Class discussion)
Week 2: 23 September - 27 September	Lecture	Developmental Theories: Biological, Psychodynamic, Behavioural, Cognitive, Humanist and Contextual Perspectives
	Tutorial	What are some of the common ways in which individuals react to illness? Evaluate critically the concept of the 'sick role'. Is it useful in our understanding of different types of illnesses and different groups of people? (Consider, age, gender, culture, aboriginality, ethnicity, class and types of illnesses).
Week 3: 30 September - 4 October	Lecture	Development: Biopsychosocial foundations of prenatal, birth and infancy Biopsychosocial Dimensions of Early and Middle Childhood
	Tutorial	Critically evaluate Erikson's psychosocial crises of childhood. Focus on two stages. What are the biological, psychological, cognitive and social prerequisites to their successful resolution? Are these related to all social classes and both sexes? How do the stresses of modern life impact on children, and what protective factors enable children to withstand them?

Week 4: 7 October - 11 October	Lecture	Conceptions of health and illness Responses to illness Stress and health
	Tutorial	What do you understand by the terms bonding and attachment? What are the social consequences of theorising 'mothers' (rather than parents) as central in infant and child care? What are the implications of acceptance of bonding and attachment theories?
Week 5: 14 October - 18 October	Lecture	Family/Children's Stress and Conflict Child Maltreatment Family violence
	Tutorial	How does life stress impact on families? Critically discuss the differences and similarities between personal stress of family members and those of the family as a unit. What factors might determine whether the family is a resource for managing stress, or is a source of stress?
Week 6: 21 October - 25 October	Lecture	Biopsychosocial Dimensions of Adolescence: Identity and Social Relationships Responses to Adolescent Stress
	Tutorial	What are some of the typical stresses and conflicts triggered or intensified by the physical and psychological changes characteristic of adolescence. Are there differences in the way in which adolescence impacts on individuals? Consider gender, culture and class.
Week 7: 28 October - 1 November	Lecture	Biopsychosocial Dimensions of Mid and Older Adulthood
	Tutorial	What do theories of coping imply for interventions with people with physical illness or serious injury? Cite research studies to support your answer.
Week 8: 4 November - 8 November	Lecture	Chronic and Terminal illness
	Tutorial	Evaluate the psychological and social aspects involved in confronting death and the contexts in which people die. How do theory and research characterise ways of coping with death of another person?
Week 9: 11 November - 15 November	Lecture	End of Life Issues
	Tutorial	"Abortion is contentious because it asserts women's right to control their bodies. As such it has inevitable impact on their behaviour and their thoughts". Discuss the pros and cons of abortion and the possible consequences for women's lives in adopting or rejecting abortion. Cite physiological,

		psychological and sociological perspectives.
Week 10: 18 November - 22 November	Lecture	<p>Introducing Disability: Towards a Good Life across the Lifecourse.</p> <p>Cross cultural Perspectives on Development</p> <p>Review and Evaluation</p>
	Tutorial	<p>What do you consider to be important factors in examining cultural differences in cognitive and psychosocial development of children and young people? In what ways does culture influence the development and behaviours of children? Cite some significant aspects and compare them with children in at least one other culture.</p> <p>Revision and evaluation</p>

Resources

Prescribed Resources

Core text

Both the following textbooks will be used in the course.

1. Title: **Lifespan Development: A Chronological Approach**

Authors: Michele Hoffnung, Robert Hoffnung, Kelvin L. Seifert, Alison Hine, Cat Pausé, Lynn Ward, Tania Signal, Karen Swabey, Karen Yates, Rosanne Burton Smith.

Edition: 4th Australasian Edition 2019

ISBN: 978-0-7303-6348-4

Publisher: Wiley

Available UNSW Bookshop

The E-Text including iStudy is available for students at \$55.00. Wiley's E-Texts include accessible on up to 4 devices (laptops, desktops, Apple and Android devices) and importantly does not expire with perpetual access to the e-books. The E-text can be purchased from:

Hoffnung

Print

<https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780730314707>

eBook

<https://unswbookshop.vitalsource.com/products/-v9780730324874>

1. 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)

Available UNSW Bookshop

The e book version can be purchased via the UNSW bookshop.

The ISBN of the ebook is 9780195523928

Jones

Print

<https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780195577259>

eBook

<https://unswbookshop.vitalsource.com/products/-v9780195523928>

Recommended Resources

Additional readings

Claiborne, L and Drewery, W. Human Development: Family, Place and Culture 1e, 2009. McGraw-Hill Australia. <http://www.mhhe.com/au/claiborne>

Rice, P.L. (1999) *Stress and Health 3rd Edition*. Pacific Grove (Ca): Brooks/Cole.

Peterson, C. (2014) *Looking forward through the lifespan*, 6th edition. Pearson Education, Sydney.

Blonna, (2011). *Coping with Stress in a changing world* (5th edn), McGraw Hill, eText version also available

Nicholson, P. (2014) *A Critical Approach to Human Growth and Development*, Palgrave, MacMillan, London

Harms, L. (2005) *Understanding Human Development: A Multidimensional Approach*. Melbourne: Oxford University Press

Papalia, D.E., S.W. Olds & Feldman, R.D. (2009). *Human Development* (11th edn), McGrawHill, New York

Santrock, J.W. (2015). *Lifespan Development*, McGrawHill, New York

Belsky, J. (2010) *Experiencing the Lifespan*, Worth Publishers, New York

Course Evaluation and Development

ASSESSMENT TASK	FEEDBACK MECHANISM	FEEDBACK DATE
Tutorial presentation	Verbal	2 weeks from presentation
Tutorial paper	Written	2 weeks following submission date
Major assignment	Written	2 weeks following submission date

Submission of Assessment Tasks

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, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

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