SOCW1004

Lifespan, Health and Resilience

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Elizabeth Fernandez	e.fernandez@unsw.edu.au	By appointment Monday/Friday	Room 152 Morven Brown Building	9385 1865

Tutors

Name	Email	Availability	Location	Phone
Louise Studdy	l.studdy@unsw.edu.au	By appointment	Sessional Teachers Room 167 Morven Brown Building	
Nigel Spence	n.spence@unsw.edu.au	By appointment	Sessional Teachers Room 167 Morven Brown Building	

School Contact Information

School of Social Sciences

Room 159

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email: soss@unsw.edu.au

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Course Details

Credit Points 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 Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial Presentation and Paper	40%	Not Applicable	1,3,5
Major Assignment	60%	06/11/2020 11:00 PM	2,4,6

Assessment Details

Assessment 1: Tutorial Presentation and Paper

Start date: Not Applicable

Length: 1000 words

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 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 (pgs 10-18). 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.

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

Assessment 2: Major Assignment

Start date: 23rd October 2020

Length: 2500 words

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 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

Due Date: Wednesday 6 November 11pm

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: 14 September - 18 September	Lecture	Overview of the Course Determinants of Development *Lifespan approaches to Development* Professor Elizabeth Fernandez *Ch 1 Hoffnung et al. 4th ed* *Ch 1 Jones & Creedy 3rd ed*
	Tutorial	***Allocation of tutorial topics*** Allocation of topics for weekly tutorial presentations, each of which will also be submitted as a written 1000-word paper within a week of your presentation. Please see details in the assessment section of the Course Outline pg15-1. ***Tutorial activity*** Read Chapter 4 of Pitts, M. & Phillips, K. (1998), The Psychology of Health: An Introduction 2nd ed., London, Routledge. This will be in the Leganto list for the course. Consider any illness 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? Discuss interdependent biopsychosocial components of health and illness.
Week 2: 21 September - 25 September	Lecture	Developmental Theories: Biological, Psychodynamic, Behavioural, Cognitive,

		Humanist and Contextual Perspectives
		Professor Elizabeth Fernandez
		Ch 2 Hoffnung et al. 4th ed
		Ch 4 Jones & Creedy 3rd ed
	Tutorial	***Tutorial Topic*** 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) ***Tutorial activity*** Please read the case study and form six groups. Each group is to use two theories addressed in the lecture and apply them to the case study of Phillip Berman. Please discuss the case study in small groups for ten minutes, applying your allocated theories/concepts and appoint one person in each group to report back to the whole class. When applying the theories/concepts to the case study, think about Phillip's current situation and any possible influences in his past which may have led to the current circumstances.
Week 3: 28 September - 2 October	Lecture	*Development: Biopsychosocial foundations of prenatal, birth and infancy* Biopsychosocial Dimensions of Early and Middle Childhood Professor Elizabeth Fernandez *Ch 3,5,7,9 Hoffnung et al. 4th ed* *Ch 2 Jones & Creedy 3rd ed*
	Tutorial	***Tutorial Topic*** What do you understand by the terms bonding and attachment? What are the social consequences of theorizing 'mothers' (rather than parents) as central in infant and child care? What are the implications of acceptance of bonding and attachment theories in diverse social and cultural contexts?

		Tutorial activity This activity is an opportunity to begin thinking about aspects of lifespan development using the case study as a trigger for discussion. In groups please consider a possible range of influences on Coen's development from the perspective of biological, environmental and social determinants of development and health. In the case of Coen, think about positive elements such as a strong cultural support network which may be protective and which may assist in his development (Peterson, 2014 pp 380-381).Each group is to discuss one of the following concepts of development (biological, environmental and social determinants) in relation to Coen's development to date and his likely development in the future. How do theoretical models on parenting fit with different cultural practices?
	Online Activity	*Online Activity 1* *Multiple☐choice to test knowledge of some theories/concepts covered in the course.* *Due Friday 2 October 2020*
Week 4: 5 October - 9 October	Tutorial	*Due to the public holiday on Monday, this week is treated as a break from FTF classes for all scheduled groups. Below is some activity to maintain your engagement with the course.* *Topic for reflection* How does life stress impact on families? Reflect on 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. *Learning activity* You might like to complete the Student Stress Index accessed from:

		https://healthyuniversities.org/wp-content/uploads/University-Stress-Scale.pdf
		This scale measures six categories identified as meaningful in relation to stress experienced by university students. These categories are: academic, relationships, equity, parenting, practical, and health.
		Did your score surprise you? What impact might family stress have on you and what impact might your stress have on your family?
		Reference
		Stallman, H. M. & Hurst, C. P. (2016) 'The University Stress Scale: Measuring Domains and Extent of Stress in University Students', Australian Psychologist 51:128-134.
Week 5: 12 October - 16 October	Lecture	Conceptions of health and illness
		Responses to illness
		Stress and health
		Professor Elizabeth Fernandez
		Ch 1,12,13 Jones & Creedy 3rd ed
		Pgs 653-660 Hoffnung et al. 4th ed
	Online Activity	***Online activity 2*** *** Exploration of lifespan theories and concepts based on a case study***
		Due
		Friday 16 October 2020
	Tutorial	***Tutorial Topic***
		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?
		Tutorial activity How might experience of illness impact on child development? Read the case study relating to Jamali. Form three groups, each group discussing one of the following questions and then report back to the large group: 1. Discuss how this condition may influence Jamali's development, particularly social development. 2. Discuss the impact of social disadvantage on the management of a chronic condition such as asthma. 3. How might culture and the refugee experience impact on Jamali and his family and their experience of his health condition
Week 6: 19 October - 23 October	Lecture	Biopsychosocial Dimensions of Adolescence: Identity and Social Relationships Responses to Adolescent Stress Professor Elizabeth Fernandez *Ch 10 & 11 Hoffnung et al. 4th ed* *Ch 2 Jones & Creedy 3rd ed*
	Tutorial	**Tutorial Topic** 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? **Tutorial activity** 1. Please read the case study regarding Jennifer and her body image issues and form three groups, each of which is to discuss one of the following and report back to the large group: 2. Discuss the role of media, including social

		media in the development of ideal images of body weight.
		3. How might Jennifer's behaviour and condition impact on her development as an adolescent?
		4. What might be some positive approaches to encouraging Jennifer to seek treatment?
		Additional resources on eating disorders, including anorexia nervosa may be found at:
		https://thebutterflyfoundation.org.au/understand-eating-disorders/anorexia-nervosa/
Week 7: 26 October - 30 October	Lecture	Family/Children's Stress andConflict Child Maltreatment Family violence Professor Elizabeth Fernandez *Pgs 287-288 Hoffnung et al. 4th ed*
	Tutorial	***Tutorial Topic*** "Abortion is contentious because it asserts women's rights 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. ***Tutorial activity*** Read the case study related to Mary. Break into four groups and each discuss the case using two segments of the family planning 'factors wheel' (Pitts & Phillips). When discussing factors affecting Mary's decision, think about the impact of debate about decriminalisation of abortion in NSW has on a woman considering abortion. Reference

		Pitts, M. & Phillips, K. (1998), The Psychology of Health: An Introduction 2nd ed., London, Routledge. p172
	Online Activity	***Online activity 3*** ***Exploration of themes on relationships through tutor and peer exchange in a Discussion Forum*** ***Due*** **Friday** **30 October 2020**
Week 8: 2 November - 6 November	Lecture	Biopsychosocial Dimensions of Mid and Older Adulthood Professor Elizabeth Fernandez *Ch 15 & 17 Hoffnung et al. 4th ed* *Ch 3 Jones & Creedy 3rd ed*
	Tutorial	***Tutorial Topic*** What do theories of coping imply for interventions with people with physical illness or serious injury? Cite research studies to support your answer. ***Tutorial activity*** Read the case study regarding John. Form four groups, with each group discussing one of the following questions and then reporting back to the larger group: 1. What might be some physical responses experienced by John (e.g. Changes in bodily function, sleep etc.)? 2. What might be some of the emotional responses experienced by John in relation to his current illness? Might past experience influence this response? 3. What might be some of John's cognitive responses (eg. to do with thinking and judging) to this illness and might past experience influence this response?

		4. What might be some behavioural responses (e.g. withdrawal from others) to this illness, and might past experience influence this response?
		Reference Jones, K., Creedy, D. (2012) Health and Human Behaviour 3rd ed., South Melbourne, Oxford University Press: pp 50-51.
Week 9: 9 November - 13 November	Lecture	End of Life Issues Chronic and Terminal illness Professor Elizabeth Fernandez *Ch 5 Jones & Creedy 3rd ed* *Ch 18 Hoffnung et al. 4th ed* *Pgs 43-44 Jones & Creedy 3rd ed*
	Online Activity	***Online activity 4*** ***Exploration of End of life issues through tutor and peer exchange in a Discussion Forum*** ***Due*** **Friday 13 November 2020**
	Tutorial	***Tutorial Topic*** 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 the death of another person? ***Tutorial activity*** One way of exerting control over the process of dying is the completion of an advance care directive (sometimes referred to as a living will (Jones& Creedy 2012). Please refer to the exercise on completion of an advance care

		directive in Moodle. Complete a draft advance care directive setting out treatment you would or would not like to receive if you were in hospital and experiencing a life-threatening condition. If you are comfortable, share your ides with the class. Optional: How might it be if you were asked to make decisions about end of life treatment for a relative or partner or oneself?
		Reference
		Jones, K., Creedy, D. (2012) Health and Human Behaviour 3rd ed., South Melbourne, Oxford University Press: 43-44.
Week 10: 16 November - 20 November	Lecture	Cross cultural Perspectives on Development
		Professor Elizabeth Fernandez
		Introducing Disability: Towards a Good Life across the Life course.
		Review and Evaluation
		Professor Elizabeth Fernandez
		Pgs 72-73; 211-212; 620-628; Hoffnung et al. 4th ed
	Tutorial	***Tutorial Topic***
		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.
		Tutorial activity
		Break into four small groups. Each group is to identify four key concepts from the course in relation to two of the following areas:

		1. Working with children.
		2. Working with families experiencing family violence.
		3. Working with adolescents.
		4. Working with middle or older adults
		5. People experiencing chronic or terminal illness
		6. People at end of life
		7. People with a disability
		8. People from Aboriginal and Torres Strait Islander backgrounds
		9. People from diverse cultural backgrounds.
		Discuss in the small group and report back to the larger group.
		Revision and evaluation.

Resources

Prescribed Resources

Reading and resources:

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.

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. 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=9780730363484

eBook:

https://unswbookshop.vitalsource.com/products/-v9780730355069?

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 reading:

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

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

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

Recommended online materials and other useful sources:

In this subject it is expected that you will seek out specialist journals on topics related to yours and others' presentations. Some of these include: *Stress and Coping*; *Australian Journal of Psychology; Australian Journal of 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=UNSWS&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 web 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/study/services-for-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

Feedback:

UNSW provides support for students in using TurnItIn to receive feedback at https://student.unsw.edu.au/how-use-turnitin-within-moodle *Please access this page to learn how to retrieve grades and comments on your assignment.*

ASSESSMENT TASK	FEEDBACK MECHANISM	FEEDBACK DATE
Tutorial presentation	Verbal	Same day
Tutorial presentation and paper	Written	2 weeks following submission date
Major assignment	Written	3 weeks following submission date

Course evaluation and development

Student feedback is sought through CATEI 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, 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/

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.