



# Course Outline

PSYC5006

Graduate Diploma of Psychology

Psychology Across the Lifespan

School of Psychology

Faculty of Science

2022

# 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor			Email	Email

## Course information

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**Units of credit:**

6

**Pre-requisite(s):**

Program Pre-requisite: Degree of any kind (Australian Qualification standard or equivalent). PSYC5001 and PSYC5002 (or equivalent with advanced standing), PSYC5003 and PSYC5004

**Teaching times and locations:**

**Online**

## 1.1 Course summary

This course will address topics relating to the development and interaction of biological, cognitive, emotional and social processes across the lifespan. These topics will be investigated in different stages of life including prenatal and early development, childhood, adolescence, late adulthood and senescence. The course will also address the aetiology of psychological disorders related to these life stages such as developmental disorders and dementias.

## 1.2 Course aims

Students will gain an understanding of the development of human behaviour and thought across the lifespan. The course content will review the methodology, findings and contemporary theories relating to developmental changes in areas such as perception, cognition, language, social interaction and emotion



**1.4 Relationship between course and program learning outcomes and assessments-**

	Program Learning Outcomes
CLO	



## 2. Strategies and approaches to learning

### 2.1 Learning and teaching activities

The course web page is available through the e-learning Moodle site: <https://moodle.telt.unsw.edu.au/login/index.php>. Login with your student number and password, and follow the links to the PSYC page.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the quizzes and written assessments.

Each week students can expect the following:

**Lectures** will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will



### 3. Course schedule and structure

Each week this course typically consists of 2-2.5 hours of lecture material, 2 hours of face to face tutorials, and 4.5 hours of online activities. Students are expected to take an additional 5-6 hours each week of self-determined study to complete assessments, readings, and exam preparation

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
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Week 1



<b>Week 4</b>	<b>Adolescence and adulthood</b> 4.1 Defining adolescence 4.2 The social brain in adolescence 4.3 Mental health in adolescence	Online tutorial discussion based on lectures and readings. Students will discuss typical adolescent development in both the body and the brain before addressing a range of disorders that often first present in childhood and adolescence including conduct disorder, anxiety and depression.	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)
<b>Week 5</b>	<b>Primary / normative / neurotypical ageing</b> 5.1 Sensory and functional aging 5.2 Cognitive aging 5.3 Socioemotional aging, emotion regulation, mental health and welling	Online tutorial discussion based on lectures and readings. Students will discuss the normal stages of aging across the lifespan, including cognitive and socioemotional aging. Students will discuss some of the issues surrounding health and well-being in aging	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)
<b>Week 6</b>	<b>Secondary/disease related/ neuropathological aging</b> 6.1 Dementia types, aetiology, diagnosis and neuropsychiatric symptoms 6.2 Neurocognitive assessments and decision making 6. 3 End of life, palliative care and resilience	Online tutorial discussion based on lectures and readings. Students will discuss the diversity of dementias, the heterogeneity of symptoms and the difficulties that this poses for diagnosis and treatment.	Online activities based on lectures and assigned readings	Formative revision quizzes Additional textbook readings Additional textbook resources (Mindtap)



UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

## 4.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

## 4.3 Submission of assessment tasks

**Written assessments:** In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

**Late penalties:** deduction of marks for late submissions will be in accordance with the Graduate Diploma in

## **5.4. Feedback on assessment**



