Unit Outline
BEHV2001 Social Work Lifespan, Resilience and Risk
Semester 1, 2016

Unit study package code: BEHV2001
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 1 Hours Weekly
Workshop: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: 312015 (v.0) The Individual in Society 142 or any previous version
OR
1635 (v.0) SW 121 - Introduction to Welfare or any previous version
OR
SCWK1001 (v.0) The Individual in Society or any previous version
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:
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Location: Building: 401 - Room: 374B
Teaching Staff:
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Location: Building: 401 - Room: 360
Administrative contact:
Name: Lillian Baster
Phone: +61 9266 3606
Email: M.E.Baster@curtin.edu.au
Location: Building: 401 - Room: 228
Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
This unit introduces psychological, biological, neurological, sociological, psychodynamic and cultural approaches to lifespan development. Students will explore how resilience, risks and opportunities shape social work practice. In this unit students will undertake a critique of dominant understandings and approaches in lifespan development.

Introduction
Social workers work at the interface between people and their environments utilising theories of human behaviour and social systems (AASW 2008): the social work profession is committed to the pursuit of social justice, the enhancement of the quality of life and the development of the full potential of each individual, group and community in society. As such, an understanding and critical analysis of human behaviour and development is crucial to the knowledge base and practice of the professional social worker.

“Social Work Lifespan, Resilience and Risk” provides students with an introduction to a wide range of approaches to lifespan development. It includes an exploration of how resilience, risks and opportunities shape the human life course and development, and considers implications for social work practice. A critique of dominant understandings and approaches in lifespan development is also explored. Within the context of learning about human development and the lifecycle, it is important to pay attention to personal and professional values, and the importance and challenges of research and new knowledge.

This unit provides a basis for understanding human development, and builds on some of the knowledge you have gained from first year. It provides an introduction to the theoretical grounding for later units, which cover such topics as: working with children and adolescents; older people; families; violence, abuse and trauma; and mental health. When considering issues of human development, the social work value of respect for human dignity and worth is essential. This requires an appreciation of human diversity as central to healthy development, as well as the injustice and oppression associated with diversity. It requires an appreciation of the individual, their lifecycle journey, and the opportunities and risks afforded them by their social environment. This learning journey also requires a focus on social justice issues, such as the satisfaction of basic human needs required for survival, opportunities to achieve developmental tasks, and a consideration of issues related to risk and resilience. It is important to be aware of and address personal and professional values and ethical conflicts and dilemmas.

It is also important to understand and critique the significance of research in addressing and advancing knowledge of human development. This will include an analysis of the voices and populations included and excluded in research and knowledge development. It requires an understanding of traditional and alternative paradigms and the impact of paradigms on personal life, professional social work practice and the development of knowledge related to human systems. Building on these principles, it is expected that students will fully participate in the learning process and demonstrate critical thinking and reflective practice. Tutorial/workshops include a range of learning activities, such as, discussions, student presentations and small group activities to supplement the lectures and stimulate learning. Students are expected to come to class prepared to actively participate and discuss the assigned readings.
Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe the different approaches to explaining life span development</td>
<td>📈💡💡</td>
</tr>
<tr>
<td>2 Outline how risks, resilience and opportunities are constructed within different lifespan approaches</td>
<td>📈💡💡💡</td>
</tr>
<tr>
<td>3 Apply life span, resilience and risk approaches to various population groups</td>
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<tr>
<td>4 Analyse the strengths and limitations of a range of approaches to lifespan development</td>
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</table>

Curtin’s Graduate Attributes

- 📈 Apply discipline knowledge
- 💡 Thinking skills (use analytical skills to solve problems)
- 🤝 Information skills (confidence to investigate new ideas)
- ☤ Communication skills
- 🚀 Technology skills
- 🚀 Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- 🌍 International perspective (value the perspectives of others)
- 🎵 Cultural understanding (value the perspectives of others)
- 🎵 Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au
Learning Activities
This unit is designed to encourage and engage you in independent learning. There are three types of learning activities, which are necessary for your success in this unit:

1. Reading and preparation – be a critical reader weekly
2. Active attendance at lectures – listen carefully, reflect on readings weekly
3. Active participation at workshop/tutorials – enact, discuss, question, critically reflect weekly

Each of these activities helps you to engage with the topic in a different way. The textbook outlines the core of the knowledge content. The unit has been designed to follow the chapters of the textbook. It provides the knowledge base for each week’s activities. Many chapters have scenarios or case studies, which may be used for discussion in the tutorial groups. These discussions bring other issues to the fore, and can help you see things from other perspectives. There are other reference materials, books, articles, dvds and You-tube video clips, which allow you to explore particular issues in greater depth. Enjoy discovering these.

The lectures are designed to highlight some particular issues, or complex material; or to critique some long held beliefs; to explain what you will be doing in your workshops and why; to explain how we reached understandings about human development we hold today; and to wonder what the future might bring in terms of explaining things we cannot understand today. When you are prepared before the lecture, having done your reading, you have the opportunity to ask questions about things that might have puzzled you in the readings.

The tutorial/workshops are mostly experiential in nature. In these groups, you will discuss with your peers and your tutor: issues, ethical dilemmas, the role of social work in different scenarios, things that challenge your beliefs, things you find confusing or interesting in the literature, or books, or films. These activities provide you with the opportunity to practise enacting critical reflexivity, which you will be expected to demonstrate in your written assignments.

In the second half of the semester, you will also use the workshop time to prepare for your part in a complex family simulation, in which you will each demonstrate what you have learned about challenges, resilience and risks of different stages in the human lifecycle, and the effects of context.

Learning Resources
Library Reserve
There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

Essential texts
The required textbook(s) for this unit are:

  (ISBN/ISSN: 9780195551556)

Other resources
See FLECS Blackboard
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion paper</td>
<td>30 percent</td>
<td>Week: 4  Day: Thursday 24th March  Time: 1159</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Child observation report</td>
<td>30 percent</td>
<td>Week: 8  Day: Thursday 5th May  Time: 1159</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Simulation</td>
<td>40 percent</td>
<td>Week: 11/12  Day: During workshop  Time: During workshop</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Make an assessment of a case study using Harms' multidimensional approach, and then compare and contrast with one other approach introduced in the unit. Case study will be provided on Blackboard.
   
   You must:
   
a. Briefly describe Harm's multidimensional approach;
   
b. Briefly describe another approach described in this unit;
   
c. Use each approach to frame an assessment of the case study, ie for MD approach, note each dimension and assess the information you have under each dimension.

   Word limit: 1500 words
   
   Minimum references: 6 appropriate references required. APA Referencing.
   
   Submission: Online, via Turnitin/Blackboard.

2. Observe a child under the age of 12 for a period of 30-60 minutes. It can be the child of a friend or relative, or children at play in a public setting. An institutional setting is not appropriate (ie school or day care). While you are observing, document what you observe in field notes. If it is a child of someone you know, you must obtain a signed permission slip from the child's parent or guardian.
   
   Then, in report format, write an analysis of the child observation, using relevant theories, research and literature to demonstrate an understanding of child development. You can (and probably should) refer to your field notes (as direct quotes) but do not include the whole document. Do not include any identifying details of the child or family, use pseudonyms if possible.

   Word limit: 1800 words
   
   Minimum references: 6 appropriate references required. APA referencing.
   
   Submission: Online via Blackboard/Turnitin.
3. **Simulate and reflect**
   
   In groups of 4-6, you will create a complex family scenario and present a 20 minute puppet simulation. Several different family case studies will be provided, and each of you will choose one member of the family and represent that character's needs, resilience and risk factors according to their life stage. In your group, you will create a small storyline/vignette for the characters, and then enact this for your simulation. You will be given the opportunity to work on this during some workshops, but it is expected that you will meet and rehearse outside of class time.

   Each student is expected to:
   
   - Demonstrate the developmental tasks and challenges of your character's stage of the life cycle.
   - Clearly identify the risks and adversities facing this family (consider both the impact on, and the impact of, individuals, family and community). How does this affect your individual character?
   - Clearly identify the resilience factors, strengths and capabilities present in the individual, family and community.

   Your simulation is worth **25%**, and on the day of your presentation your group must submit a hard copy of a **signed log** of your meetings/rehearsals. This will be available on Blackboard.

**Reflect**

On the day of your presentation, you must also submit a collection of weekly reflections worth **15%**, that demonstrate your ability to **make insightful links** between your learning from the readings, lectures and the workshops. You are required to reflect on **10 weeks of your choice**, and each reflection should be 100-150 words. (**Total word limit - Max: 1500 words.**)

**No references are required for this assessment.**

**Pass requirements**

Students must complete and submit **all** pieces of assessment to pass the unit. Submission of a blank assignment does not constitute 'completing' an assessment. Students are required to achieve an **overall unit grade of 50%** or greater to pass the unit.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from [policies.curtin.edu.au/policies/teachingandlearning.cfm](policies.curtin.edu.au/policies/teachingandlearning.cfm)

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment **more than seven calendar days overdue will not be marked and will receive a mark of 0.**

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form
(available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

Applications for extensions should be submitted to otswcoursecoordination@curtin.edu.au

If the circumstances for your extension application are likely to impact on multiple units, please contact the course coordinator.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 11/07/2016 and 15/07/2016. Notification to students will be made after the Board of Examiners' meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check your OASIS email for details.

Referencing style
The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin's Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including
student guidelines for avoiding plagiarism.

**Information and Communications Technology (ICT) Expectations**

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:

[oasisapps.curtin.edu.au/help/general/support.cfm](http://oasisapps.curtin.edu.au/help/general/support.cfm)

For specific assistance with any of the items listed below, please contact The Learning Centre:


- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

**Additional information**

**Attendance requirements**

Students are expected to attend all workshops. This is in accordance with accreditation requirements in ensuring you meet the course learning outcomes.

Attendance is taken into account at the Board of Examiners where your results are approved. Unexplained absences may be taken into account when determining if you have met the unit learning outcomes and suitability for a supplementary exam. Please check your unit outline to see if you are eligible for a supplementary exam as some units do not offer supplementary exams.

If you are unable to attend your scheduled tutorial please advise the Tutor of your absence. If you fail to attend classes, you cannot expect the Lecturer or Tutor to brief you on what you have missed. Punctuality is expected. It is unprofessional behaviour to arrive late.

Students should receive marks, assignments and feedback as soon as practicable, to maximise their opportunity to improve their performance. Research consistently highlights the significant loss of impact to learning when feedback to students is delayed. Ideally, feedback to students for items other than a final examination will be provided under normal circumstances within 15 working days and no later than 20 working days. Further information on this can be found under section 7 in the Assessment and Student Progression Policy:


**Word Count**

There is a +/−10% allowance for written pieces of work. Once the word limit is reached the tutor will stop reading/marking and the student will be marked until that point. Please write within the word limit and attend a class at The Learning Centre if you require further information on writing succinctly.

**Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

1. Based on very positive student eVALUate feedback, minor changes have been made to this unit. These include increased word counts for all written assessments, and clarification of rubrics/marking guides for each assessment.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Orientation Week</td>
</tr>
<tr>
<td>1.</td>
<td>29 February</td>
<td>MD understandings of human development</td>
<td>Harms, Ch 1</td>
<td>What does MD mean? Case studies</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>7 March</td>
<td>Dimensions: Relational, social, structural and cultural</td>
<td>Harms Ch 2 &amp; 3.</td>
<td>Exploring dimensions</td>
<td></td>
</tr>
</tbody>
</table>
| 4. | 21 March | Stress & trauma Resilience & risk | Harms Ch 4 & 5 | Why focus on R & R? | Assessment 1: Thursday 24th March. 30%.
<p>| 5. | 28 March | | | | Tuition Free Week |
| 6. | 4 April | Lifespan: Infancy | Harms Ch 7 | Infant development Child observation | |
| 7. | 11 April | Early childhood | Harms Ch 8 | Child development Observation skills | |
| 8. | 18 April | | | | Tuition Free Week |
| 9. | 25 April | Middle childhood | Harms Ch 9 | Child development Observation skills | |
| 10. | 2 May | Adolescence/early adulthood | Harms Ch 10 &amp; 11 | Identity Case simulations | Assessment 2: Thursday 5th May. 30% |
| 11. | 9 May | Adulthood | Harms Ch 12 | | Adult development |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Notes</th>
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<tbody>
<tr>
<td>12.</td>
<td>16 May</td>
<td>Late adulthood</td>
<td>Harms Ch 13</td>
<td>Older adults</td>
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<td></td>
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<td>Case simulations</td>
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<tr>
<td>13.</td>
<td>23 May</td>
<td>Indigenous Australians</td>
<td>See BB</td>
<td>Indigenous stories of development</td>
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<tr>
<td>14.</td>
<td>30 May</td>
<td>MD, R &amp; R and SW practice</td>
<td>Harms Ch 14</td>
<td>SW practice</td>
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<td><strong>Simulations: in class. 40%</strong></td>
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<tr>
<td>15.</td>
<td>6 June</td>
<td></td>
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<td>Study Week</td>
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<td>16.</td>
<td>13 June</td>
<td></td>
<td></td>
<td>Examinations</td>
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<tr>
<td>17.</td>
<td>20 June</td>
<td></td>
<td></td>
<td>Examinations</td>
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