

MODULE SPECIFICATION FORM

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| Module Title: Understanding Human Development and Behaviour across the Life Course | Level: 4 | Credit Value: 20 |
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| Module code: SOC417 (if known) | Cost Centre: GASW | JACS2 code*: C880 |
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| Office use only: To be completed by AQSU: | Date approved: Sept 2011 |
| | Date revised: Sept 2013 |
| | Version no: 2 |

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| Semester(s) in which to be offered: 1&2 | With effect from: September 2011 |
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| Existing/New: Existing | Title of module being replaced (if any): Human Growth and Development |
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| Originating Subject: Social Work | Module Leader: Kirsty Perry |
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| Module duration (total hours) 200 Scheduled learning & teaching hours 60 (direct) 60 (self-directed) Independent study hours 80 Placement hours 0 | Status: Status: core/option/elective (identify programme where appropriate): core |
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| Percentage taught by Subjects other than originating Subject (please name other Subjects): 0% |
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| Programme(s) in which to be offered: BA (Hons) Social Work: Qualified Status | Pre-requisites per programme (between levels): None | Co-requisites per programme (within a level): None |
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| <p>Module Aims:</p> <ul style="list-style-type: none"> Students will be able to gain knowledge of the relevance of psychological, physical and physiological perspectives to understanding personal and social development and functioning. This will also transfer to sociological perspectives to understanding societal and structural influences on human behaviour at individual, group and community levels. |
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- Students will be able to gain an understanding of the distinctions between normative, healthy and supportive child development; as opposed to symptoms and causes for restricted child development
- Students will develop knowledge on the nature and validity of different definitions of, and explanations for, the characteristics and circumstances of service users and the services required by them, drawing on knowledge from research, practice experience, and from service users and carers.
- Students will be able to examine how promoting the well-being of young people and their families, in promoting dignity, choice and independence for adults receiving services fosters key outcomes for service users, carers and their families.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Recognise and interpret the social, economic and ecological context of social work and the impact on human development and behaviour over the life course.
2. Explain and apply biological, psychological and sociological explanations of human development and behaviour.
3. Identify theories and methods of promoting personal, social and emotional wellbeing.
4. Analyse and apply a bio-psycho-social approach to understanding life course issues for the main groups of people using services.

Transferable/Key Skills and other attributes:

- **Communication** skills
- **Problem-solving** skills
- **Skills in working with others**
- **Skills in personal and professional development**
- **Information technology skills**

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Assignment One

-Application of a bio-psycho-social approach to a case study, identifying and discussing relevant human development and behaviour theories and how this knowledge would influence practice focussed on outcomes of individual and family well being.

Assignment Two

- This is a combined assignment that enables a student to apply human growth and development theories in the context of assessment and social work values. This is based and drawn from the students first practice placement. This assignment will have a specific section to address the learning outcomes of this module.

All elements of assessment must be passed

Students are permitted two attempts only at the assessment.

| Assessment | Learning Outcomes to be met | Type of assessment | Weighting | Duration (if exam) | Word count or equivalent if appropriate |
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| 1 | 1, 2, 3, 4 | Case study | 70% | N/A | 2,000 |
| 2 | 1,2,3,4 | Workbook based on case study | 30% | N/A | 1,000 |

Learning and Teaching Strategies:

This module will employ a blended approach to teaching and learning which, in addition to a small element of didactic delivery, includes the following: Large and small group activities (problem solving; decision making; creative) and discussions; self assessment; peer education; e-learning; directed discussions via the VLE; independent learning activities; directed reading; audio visual/ media resources; Outside In led sessions and visiting speakers.

Syllabus outline:

Semester 1: Human growth and development: a life course perspective. The Biopsychosocial approach and the role of theory in understanding behaviour. *Biological:* Biological and medical influences on behaviour; Neuroscience and social work; Developmental models and considerations. *Psychological:* Psychoanalytic perspectives, attachment, behaviourism, cognitive and learning theories, humanist and existential perspectives, Influences of trauma on behaviour, resilience, Influences of mental health on behaviour, Influences of alcohol and other drugs on behaviour

Semester 2: *Sociological:* Ecosystems and PCS perspectives, family and family systems, feminist perspectives, critical gerontology, socio-economic influences on behaviour, black and cultural perspectives on development and behaviour. *Service user, family and carer perspectives:* Living with a person in the family who has a disability (partner, parent, sibling), perceptions and implications, disability and relationships – social perceptions and the impact on 'able' partners, personal resilience and disability – the impacts on mental health of living with a disability, wellbeing, theories of Health and illness, death and dying.

Bibliography

Essential reading:

Walker, J. and Crawford, K. (2010), *Social Work and Human Development*, 3rd ed. Exeter: Learning Matters Ltd.

Sudbery, J. (2010), *Human Growth and Development: An introduction for social workers*. Oxon: Routledge.

Other indicative reading:

Adams, R., Dominelli, L. and Payne, M. (eds) (2009), *Practicing Social Work in a Complex World*, 2nd ed. Hampshire: Palgrave Macmillan.

Adams, R., Dominelli, L. and Payne, M. (eds) (2009), *Critical Practice in Social Work*, 2nd ed. Hampshire: Palgrave Macmillan.

Beckett, C. and Taylor, H. (2010), *Human Growth and Development*, 2nd ed. London: Sage

Parrish, M. (2010), *Social Work Perspectives on Human Behaviour*. Berkshire: Open University Press.

Robinson, L. (2009), *Psychology for Social Workers: Black Perspectives on Human Development and Behaviour*, 2nd ed. Oxon: Routledge.

Welsh Assembly Government (2008) *Moving Forward: Services to Deaf Blind People*, Welsh Assembly Government, Cardiff.

Welsh Government (2011) *Autistic Spectrum Disorder (ASD) Strategic Action Plan for Wales*, Welsh Government, Cardiff.