

Module Title:	The Life Course Perspective - Individuals in Context 1	Level:	4	Credit Value:	20
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Module code:	SWK406	Is this a new module?	YES	Code of module being replaced:	SOC417
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Cost Centre:	GASW	JACS3 code:	L500
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Trimester(s) in which to be offered:	1,2	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Dr Vivienne Dacre
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Scheduled learning and teaching hours	36
Guided independent study	164
Module duration (total hours)	200

Programme(s) in which to be offered	Core
BA (Hons) Social Work: Qualified Status	✓
BA (Hons) Social Welfare (exit/alternative award)	✓

Pre-requisites
None

Office use only

Initial approval April 17

APSC approval of modification N/A

Version 1

Have any derogations received Academic Board approval?

Yes ✓ No

Module Aims

This module aims to provide an integrated approach to theorising the life course. Students will develop understanding about how to bring together social/cultural contexts and the inner life and individual experience. Therefore students will develop their appreciation of a psychosocial approach to understand life course development. This will be achieved by interrogating the interconnectedness between internal, intimate concerns of individual lives and the external social, economic and political order that largely concerns, influences and shapes people's lives.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Engage in an analysis of the relevant sociological and psychological theories which attempt to explain human growth and development across the life course;	KS1	KS3
2	Relate human development theories to an individual's life course;	KS1	KS6
3	Critically examine the role of biography and life story in terms of locating development in the context of time and place.	KS4	KS9
4	Identify theories and methods of promoting personal, social and emotional wellbeing.	KS5	KS6

Transferable/key skills and other attributes

- Written, oral and media communication skills;
- Opportunity, creativity and problem solving skills;
- Information technology skills and digital literacy;
- Information management skills;
- Research skills;
- Learning to learn (managing personal and professional development, self-management).

Derogations

Only two attempts at the assignment.

This module cannot be trailed to the next level.

This module must achieve at least 40% pass mark, and is not eligible for compensation.

Assessment:

The assessment strategy is designed to integrate theory and practice through a Case Study: Students will be required to analyse a case study demonstrating their understanding by addressing learning outcomes 1 to 4.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%	N/A	3,000

Learning and Teaching Strategies:

A variety of teaching and learning strategies will be adopted in this module including lectures, tutorials, case studies, directed and self-directed learning. Lectures will be supported by online learning materials and resources. Students will be directed to specific reading and to achieve reflective or specific learning activities in preparation for contribution to the class discussion.

Syllabus outline:

- Introduction to key questions - What makes us human? How are people occupied and engaged with the world? How is this influenced by the life course? How is it that some people do well in the world and some don't?
- An autobiographical approach to understanding life course development;

- Psychosocial theory and themes including well-being, resilience and vulnerability;
- Psychosocial thinking about babies and early childhood, adolescence, being in families and becoming a parent;
- Using social constructionism and psychoanalysis to make sense of life course issues;
- Relationships, belonging, identity and place;
- Attachment theory across the life course;
- The impact of abuse across the life course;
- Psychosocial perspectives of later life, ageing, and death and dying;
- Reablement

Bibliography:

Essential reading

Beckett, C., Taylor, H. (2016), *Human Growth and Development*. (3rd edn) London, Sage.

Frost, L. & McClean, S. (2014), *Thinking about the Lifecourse: A psychology introduction*. Basingstoke, Palgrave Macmillan.

Walker, J. & Crawford, K. (2014), *Social Work and Human Development*. (4th edn) Exeter, Learning Matters

Other indicative reading

Adams, R., Dominelli, L. & Payne, M. (eds). (2009) *Practising Social Work in a Complex World*. (2nd edn) Basingstoke, Palgrave Macmillan.

Howe, D. (2011) *Attachment across the Lifecourse: A Brief Introduction*. Basingstoke, Palgrave Macmillan.

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

Ryan, T. & Walker, R. (2007) *Life Story Work: A practical guide to helping children understand their past*. London: British Association of Adoption and Fostering (BAAF).

Sudbery, J. (2010) *Human Growth and Development: An introduction for social workers*. Abingdon, Routledge. (*This book is available as an e-book*).

Taylor, C. (2012), *Empathic care for children with disorganised attachments a model for mentalizing, attachment and trauma*. London: Jessica Kingsley Publishers.

Journals and Professional Publications

British Journal of Social Work

Social Work Education

Social Work

Child and Family Social Work

Community Care

British Journal of Learning Disability

Mental Health Practice

Nursing Standard

Health Expectations

International Journal of Integrated Care