

## Liverpool John Moores University

Title: UNDERSTANDING CHILDREN AND YOUNG PEOPLE'S DEVELOPMENT  
Status: Definitive  
Code: **4002WCYP** (100636)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Ceri Jones	Y

**Academic Level:** FHEQ4      **Credit Value:** 24.00      **Total Delivered Hours:** 40.00  
**Total Learning Hours:** 240      **Private Study:** 200

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	15.000
Seminar	8.000
Tutorial	2.000
Workshop	15.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Coursework (3,000-4,000 words)	75.0	
Presentation	AS2	Peer Assessed Group Presentation	25.0	

### Aims

1. To enable students to develop sound knowledge and understanding of theoretical perspectives on the developing child and young person, recognising the strengths and limitations of different approaches.

2. To explore ways in which developmental theory and research may be applied to enhance students understanding of the developing child in context.

## Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate acquired knowledge and understanding of a range of theoretical perspectives which attempt to explain the development of children and young people.
- 2 Recognise strengths and limitations in key theoretical approaches.
- 3 Apply theory to enhance their understanding of the ways in which children and young people progress regarding inter-related domains of development.
- 4 Explore ways in which developmental theory and research contributes to the understanding, influences and decisions made by parents, practitioners, service-providers and policy-makers who impact upon the lives of children and young people.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay	1	2	3
Presentation	4		

## Outline Syllabus

*Introduction to Developmental Psychology as a discipline.*

*Early beginnings ; maturationist approaches and the developmental tasks of infancy.*

*Growth and physical development.*

*The child and young person as thinker and learner ; cognitive and contextual approaches.*

*Language and imagination.*

*Play and culture and media.*

*Creativity and achievement.*

*Personality and identity.*

*Children and families; attachment ; group day care ; separation and divorce.*

*Social and emotional development.*

*Peers, friendships and community.*

*Moral Development, participation and citizenship.*

*Child Development in a policy context.*

*Cross- cultural perspectives on the developing child and young person.*

## Learning Activities

Students will engage in a range of activities whilst in university ; lectures ; seminars; small group activities ; literature searching and web-based activities, and tutorials in

order to develop their knowledge base and progress their learning. In the later sessions students will be encouraged to relate their theoretical learning to their work-based experience whilst undertaking placements on the programme. Through case studies will be encouraged to reflect upon their observations of children and young people in the real world context.

## References

<b>Course Material</b>	Book
<b>Author</b>	Aldgate , J.
<b>Publishing Year</b>	2006
<b>Title</b>	The developing world of the child
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London ; Jessica Kingsley
<b>ISBN</b>	1843102447

<b>Course Material</b>	Book
<b>Author</b>	Ansell, N.
<b>Publishing Year</b>	2005
<b>Title</b>	Children , Youth and Development
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London ; New York ; Routledge
<b>ISBN</b>	0415287693

<b>Course Material</b>	Book
<b>Author</b>	Bukatko, D. and Dahler , M.
<b>Publishing Year</b>	1998
<b>Title</b>	Child Development
<b>Subtitle</b>	A thematic approach
<b>Edition</b>	
<b>Publisher</b>	Houghton Mifflin
<b>ISBN</b>	0395868270

<b>Course Material</b>	Book
<b>Author</b>	Crain , W.
<b>Publishing Year</b>	2005
<b>Title</b>	Theories of Development
<b>Subtitle</b>	Concepts and Applications
<b>Edition</b>	
<b>Publisher</b>	London ; Pearson Prentice Hall
<b>ISBN</b>	0131849913

<b>Course Material</b>	Book
<b>Author</b>	Smith , P.K.et al.
<b>Publishing Year</b>	2003

<b>Title</b>	Understanding Children's Development
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Oxford , Blackwell
<b>ISBN</b>	0631228233

<b>Course Material</b>	Book
<b>Author</b>	Scaffer, H.R.
<b>Publishing Year</b>	1998
<b>Title</b>	Making Decisions About Children
<b>Subtitle</b>	Psychological Questions and Answers
<b>Edition</b>	
<b>Publisher</b>	Oxford ; Blackwell
<b>ISBN</b>	0631202595

## Notes

This module will introduce students to key themes and theoretical approaches in Developmental Psychology. This will be applied to enable them to understand some of the relationships between different domains of development as well as enhancing their understanding of the developing child and young person in context. Students will be encouraged to apply their theoretical learning to their own real-life observations and experience of working with children and young people in context. It will support the early development of some of the Core Knowledge and Skills for the Children's Workforce including Effective Communication and Engagement ; Understanding Child and Young Person Development and Supporting Transitions. The module will also relate to the promotion of Every Child Matters Outcomes , for example Being Healthy ; Enjoying and Achieving and Making a Positive Contribution. Students will also be beginning to develop transferable graduate skills when undertaking the module . These include Analysing and Solving Problems , Team Working and Interpersonal Skills and Written Communication. Assessment will be staged to assist development of ideas and concepts, and assist students to develop confidence as they progress through this year long module. To achieve credit for the module students will need to achieve an overall pass mark of 40%.