

## Liverpool John Moores University

Title: Life course development  
Status: Definitive  
Code: **4040SWA** (128261)  
Version Start Date: 01-08-2021

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

Team	Leader
Simon Ward	Y
Elaine Aspinwall-Roberts	
Daz Greenop	
Nick Medforth	

**Academic Level:** FHEQ4      **Credit Value:** 20      **Total Delivered Hours:** 40  
**Total Learning Hours:** 200      **Private Study:** 160

### Delivery Options

Course typically offered: Summer

Component	Contact Hours
Lecture	20
Seminar	12
Workshop	8

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	Report	The module will be assessed by the completion of child observation (indicative wordcount: 2500)	50	
Report	Report	.. and a 'life story' task with an older person. This will include developing an interview schedule, narrative interview with transcript, presentation and reflection. The assessment will demonstrate an ability to	50	

Category	Short Description	Description	Weighting (%)	Exam Duration
		critically review and relate life course theories, models and concepts with lived experience and social work (interview and assessment) skills. (indicative wordcount: 2500)		

## Aims

*To equip student social workers with a critical awareness of knowledge and theories related to the human life course, that they will be able to use in practice.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Review different theoretical frameworks in relation to development and change through childhood, adolescence, adulthood and old age.
- 2 Consider how discourses relating to human development have influenced and continue to influence social work theories and practice.
- 3 Evaluate and theorise the ways in which childhood, adolescence, adulthood and old age are constructed, represented and perceived in contemporary society.
- 4 Demonstrate the ability to use life-course theories, models and concepts to explain the 'lived experience' of a variety of service user groups.

## Learning Outcomes of Assessments

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

Child observation	1	2	3	4
Life history report	1	2	3	4

## Outline Syllabus

- *Introducing the Life Course*
- *Life course in context*
- *Attachment theory and social work practice*
- *Life-course theory and children's competence*
- *Biological perspectives: genes, brains and critical periods*
- *Child observation and communication*
- *Typical / atypical development and their relationship to mental health*
- *Coping with grief and loss*
- *Adolescence: developmental tasks, risks and resilience*
- *Identity and social work assessments and interventions*

- *Family systems, interactions within the family and human development*
- *Midlife experiences and development*
- *Older Age – conceptualisations and interventions*
- *Dementia within the context of human development*

## **Learning Activities**

Lectures will offer students a working knowledge of a range of theories, models and concepts research and critical skills will be developed in seminars. Students are expected to present ideas and materials to their colleagues in the seminars which are designed to assist them in planning and preparing for their final summative assessment. Tutor and peer feedback will be provided during the seminars.

## **Notes**

This course will equip students with a critical awareness of knowledge and theories around the life course that they will be able to use in practice.

The Module aligns with the following Apprenticeship Standards for Social Work and Social Work England Professional Standards:

Knowledge:

- Social work theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions
  - Understand the value of research and analysis and be able to evaluate evidence to inform practice
  - That experiences and feelings affect behaviour in interactions
- [See SWE professional standards 1.2, 1.4, 4.4]

Skills:

- Work to promote individual growth, development and independence
  - Gather, analyse, critically evaluate and use research information and knowledge in your practice to develop an understanding of the individual's situation
  - Exercise professional curiosity
  - Present reports in formal settings
- [See SWE professional standards 1.2, 1.4, 2.3, 3.11, 4.3]

Behaviours:

- Communicate openly, honestly and accurately. Listen to people and apply professional curiosity to evaluate and assess what information they need to gather, to provide quality advice, support or care
  - Commit to continuous learning within social work, with curiosity and critical reflection
- [See SWE professional standards 2.1, 2.4, 2.5, 4.3, 4.4]