

Liverpool John Moores University

Title: THE HOLISTIC CHILD
Status: Definitive
Code: **4502ECCUGP** (115376)
Version Start Date: 01-08-2014

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

Team	Leader
Amanda Davis	Y

Academic Level: FHEQ4
Credit Value: 24.00
Total Delivered Hours: 59.00
Total Learning Hours: 240
Private Study: 181

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	36.000
Seminar	10.000
Tutorial	13.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	Diagnostic essay	25.0	
Essay	AS2	Essay	75.0	

Aims

The initial aim of this module is to introduce students to the contested nature of the concept of childhood. To this end students will, starting from their own experience of being a child, explore how notions of 'the child' and 'childhood' are dependent on historical, cultural and social contexts. The central aim of the module is to provide students with a secure base in their knowledge and understanding of normative development and of the theories that underpin current understanding and

approaches. It is intended that students will adopt an holistic and inclusive approach to their study of children's development, and they will be encouraged to test their knowledge and understanding of early development against empirical evidence gained from their placement in a nursery setting.

Learning Outcomes

After completing the module the student should be able to:

- 1 Discuss the concept of "Childhood" in historical and current contexts
- 2 Identify the stages of normative development in children aged 0-8
- 3 Explain the key theoretical concepts that account for how children learn
- 4 Explore the theoretical ideas that explain how children's social and emotional development is supported

Learning Outcomes of Assessments

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

Diagnostic essay	1		
Essay	2	3	4

Outline Syllabus

What is a child? What is childhood? An exploration of how historical, social and cultural perspectives can shape our understanding of these concepts.

Early child development using an holistic approach, setting norms against the backdrop of the individual child's experiences.

Physical growth and development, how this is assessed and measured, and the practitioner's role in supporting optimal development

How children learn: models, theories and theorists – Skinner, Piaget, Vygotsky, Bruner, and how the practitioner can foster children's learning

The role of play in learning and development

Social and emotional development: theories and theorists – Bowlby, Eriksson, Freud, Gardner, Goleman, and how early years provision should seek to be supportive of early developmental needs

Nature and nurture: evaluating the genetic and environmental components of learning and development.

Learning Activities

Lectures, action learning sets, group work, presentations, seminars, private and directed study, workshops.

References

Course Material	Book
Author	Bee, H.
Publishing Year	2003
Title	The Developing Child.
Subtitle	
Edition	10th
Publisher	New York. Allyn & Bacon.
ISBN	

Course Material	Book
Author	Bruce, T.
Publishing Year	2006
Title	Early Childhood
Subtitle	A Guide for Students.
Edition	
Publisher	London, Sage.
ISBN	

Course Material	Book
Author	Pound, L.
Publishing Year	2005
Title	How Children Learn.
Subtitle	
Edition	
Publisher	London. Step Forward Publishing.
ISBN	

Course Material	Book
Author	Smith, P. Cowie, H, & Blades, M.
Publishing Year	2003
Title	Understanding Children's Development.
Subtitle	
Edition	4th ed.
Publisher	Oxford, Blackwell.
ISBN	

Course Material	Book
Author	Taylor, J. & Wood, M.
Publishing Year	2005
Title	Early Childhood Studies.
Subtitle	
Edition	2nd ed.
Publisher	London. Hodder Arnold.
ISBN	

Notes

This 24-credit module will be delivered in Semester 1 and it is intended that the first assessment will be a short essay, to be submitted very early in the students' studies, to be used as an initial diagnostic tool. The second, longer essay will be supported by student poster presentations for which they will be provided with formative feedback. Whilst this module focuses on the individual child, the Social Policy module in Semester 2 will broaden the students' approach to their understanding of childhood, taking into consideration family and social contexts.