

## Liverpool John Moores University

Title: UNDERSTANDING AND SUPPORTING TRANSITIONS  
Status: Definitive  
Code: **5002WCYP** (100643)  
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:** FHEQ5  
**Credit Value:** 24.00  
**Total Delivered Hours:** 53.00  
**Total Learning Hours:** 240  
**Private Study:** 187

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	40.000
Seminar	10.000
Tutorial	1.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	AS1	unseen examination, 2 hours	50.0	2.00
Essay	AS2	Coursework essay relating theory to real world examples. 2000 words	50.0	

### Aims

*To provide students with a critical insight into ways in which developmental theory and research may be applied to the 'real world' context of children and young people, and so enhance understanding of contemporary issues surrounding transitions in life.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Apply developmental theory and research to contemporary issues concerning children and young people.
- 2 Analyse and evaluate evidence from a range of sources in relation to issues concerning children and young people who are in transition.
- 3 Explore and critically analyse ways in which developmental theory and research contribute to the understanding, influences and decisions made by practitioners, service providers and policy makers in relation to transforming the lives of children and young people.
- 4 Apply knowledge and understanding of available services and resources to help and enable young people work through difficult and challenging periods in their lives

## Learning Outcomes of Assessments

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

EXAM	2				
essay	1	2	3	4	

## Outline Syllabus

*Transition, the child and young person. Issues related to changes in the life of the individual, including the effects of a range of issues.*

*Changes in attachment related to separation, divorce, death, re-location, re-constituted families.*

*Effects of transitions: pre-school; within school experience (changing schools etc); child to adolescent; adolescent to adult.*

*Effects of ill-health; hospitalisation; chronic illness; abuse; witnessing abuse and violence; bullying.*

*Identity, self and self-esteem; moral development; decision making; risk taking; stress and resilience.*

## Learning Activities

Lectures, tutorials, group work, discussions. Lectures will be based around a topic with discussions related to topic and real world experiences. Each student will be offered a tutorial as part of a small group. Assessment tasks will be staged to enable formative feedback to be given.

## References

<b>Course Material</b>	Book
<b>Author</b>	Hendry, L.B. & Kloep, M.
<b>Publishing Year</b>	2002

<b>Title</b>	Lifespan development
<b>Subtitle</b>	resources, challenges and risks
<b>Edition</b>	
<b>Publisher</b>	Thomson Learning
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Call, K.T. & Mortimer, J.T.
<b>Publishing Year</b>	2001
<b>Title</b>	Arenas of comfort in adolescence
<b>Subtitle</b>	a study of adjustment in context
<b>Edition</b>	
<b>Publisher</b>	LEA
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	McNamara, S.
<b>Publishing Year</b>	2000
<b>Title</b>	Stress in young people
<b>Subtitle</b>	what's new and what can we do?
<b>Edition</b>	
<b>Publisher</b>	Continuum
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Messer, D. & Millar, S.
<b>Publishing Year</b>	1999
<b>Title</b>	Exploring developmental psychology
<b>Subtitle</b>	from infancy to adolescence
<b>Edition</b>	
<b>Publisher</b>	Arnold
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Messer, D. & Dockrell, J. (eds)
<b>Publishing Year</b>	1998
<b>Title</b>	Developmental psychology
<b>Subtitle</b>	a reader
<b>Edition</b>	
<b>Publisher</b>	Arnold
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Schaffer, H.R.
<b>Publishing Year</b>	2006
<b>Title</b>	Key Concepts in Developmental Psychology
<b>Subtitle</b>	

<b>Edition</b>	
<b>Publisher</b>	Sage
<b>ISBN</b>	

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## Notes

The module aims to provide students with a critical insight into ways in which developmental theory and research may be applied to the 'real world' context of children and young people, and so enhance understanding of contemporary issues surrounding transitions in life. It builds on developmental psychology work at level 1 and provides a basis for indepth study at level 3. Assessment is in 2 parts and is staged to enable formative feedback to be given after the first assessment task.