

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

| | |
|------------------------|--------------------------|
| Course Material | Book |
| Author | Hendry, L.B. & Kloep, M. |
| Publishing Year | 2002 |

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|------------------|---------------------------------|
| Title | Lifespan development |
| Subtitle | resources, challenges and risks |
| Edition | |
| Publisher | Thomson Learning |
| ISBN | |

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

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

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

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

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|------------------------|--|
| Course Material | Book |
| Author | Schaffer, H.R. |
| Publishing Year | 2006 |
| Title | Key Concepts in Developmental Psychology |
| Subtitle | |

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|------------------|------|
| Edition | |
| Publisher | Sage |
| ISBN | |

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.

Lifespan Development refers to the full process of human development from conception to death. It is a holistic approach to understanding all of the physiological, cognitive, emotional, and social changes that people go through. Since humans live according to the customs and values of a wide range of cultures, this is a rich and diverse area of study. This article will provide you with a comprehensive overview of the four facets of lifespan development and how they interconnect to shape the human existence. Lifespan development explores how we change and grow from conception to death. This field of psychology is studied by developmental psychologists. They view development as a lifelong process that can be studied scientifically across three developmental domains: physical, cognitive development, and psychosocial. There are many theories regarding how babies and children grow and develop into happy, healthy adults. From an educational perspective lifespan development can be described as a continuous and active process of coping with developmental tasks, i.e., demands, challenges, and chances that depend on people's environment and life situation in given phases of the aging process. Specific developmental tasks are conceptualized as a consequence of the interaction between biological maturity, normative conceptions of "successful" aging or development in society and individual plans, aims, needs, and values.