

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

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

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	

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	

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

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

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

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 Exam DRAFT. 9th - 12th grade. 237 times. Specialty. 78% average accuracy. 3 years ago. nblankenship. Q. Which of Piaget's stages of cognitive development is described as thinking logically about concrete events. answer choices. sensorimotor. preoperational. concrete operational. formal operational. Tags 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. Module 2: Developmental Theories. Module 3: Prenatal Development. Heredity: The Epigenetic Framework. Conception. Lifespan Development Copyright © 2017 by Lumen Learning. CONTENTS. Module 1: Lifespan Psychology. 5. Introduction to Life Span, Growth and Development . 5 The Cohort Effect. 8 Culture .