



## **Module Specification**

# **Psychosocial Approaches to the Life Course: Theory, Research and Practice**

Version: 2020-21, v2.0, 19 Jan 2022

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## Part 1: Information

**Module title:** Psychosocial Approaches to the Life Course: Theory, Research and Practice

**Module code:** UZVSJ4-30-M

**Level:** Level 7

**For implementation from:** 2020-21

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS School of Health and Social Wellbeing

**Partner institutions:** None

**Delivery locations:** Glenside Campus, Plymouth

**Field:** Health, Community and Policy Studies

**Module type:** Project

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** Specific areas of human growth and development and their relevance to social work practice focusing on psychosocial perspectives:-

Child development: life-stage theories of development; attachment theories and recent trends; cross-cultural development.

Adolescence and transitions to adulthood; dependence and independence; resilience; adolescence and identity.

Adulthood: maturity; love, relationships and family; challenges to development - stigma, mental health and impairment, disability, violence.

Ageing and older age: theories of ageing; activity, disengagement and disruption; inequality and later life; ageism.

End of life: loss; theories of grief; cultural perspectives on death and dying.

Theories and key perspectives and their relevance to social work practice:-

Psychosocial theories of identity and the life course: growth and development; difference; attachment and separation; resilience; vulnerability.

Sociological, psychological and psychoanalytical perspectives on identity and the life course; critical perspectives; social construction of childhood; inequality; theories of power, discrimination and prejudice; social class, gender, age, race and ethnicity; sexuality, disability; cross-cultural comparisons and postmodern perspectives.

Key concepts and their relevance to social work practice:-

A range of issues to be explored through understanding the life course: independence; transitions, change, networks and relationships, parenting, resilience, power, vulnerability, and risk.

Approaches to evidence and their relevance to social work practice:-

Sources of evidence; hierarchies of evidence; searching for evidence.

Understanding evidence appraisal and ethical conduct; the value of theory and evidence for practice.

Research and its relevance to social work practice:-

Developing skills in critically reading social science research papers and critical appraisal skills, and applying research learning to social work practice thinking.

Ethics for research.

### Part 3: Teaching and learning methods

#### Teaching and learning methods: Contact Hours:

All students will be expected to attend 11 workshop days, in which lectures, small groups, exercises and video material will form a part. 5 of these days will be specifically on a key theme in the life course. There will be a specific space in each of these for a smaller group seminar which will critically analyse the lecture material and the material from the compulsory set reading which the students will have undertaken prior to the seminar:

6 hours x 5 days = 30hrs

There will be 3 introductory day workshops on key themes for the module: theory and research and how both of these inform and apply to social work practice. Each will have discursive seminars and set pre-reading

3 x 5hrs = 15hrs

2 1/2 thematic workshop days will be introduced towards the end of the module to integrate the issues of theory, research and practice, in relation to core social work issues: violence and abuse; loss and grief, and well-being/ill being.

2 1/2 = 12 1/2hrs

A half day on assessment support .

2 1/2 hrs

Total = 60 hrs total.

#### Teaching and Learning Methods:

Scheduled learning includes lectures, seminars, online and face-to-face tutorials, workshops and conference days.

Directed independent learning includes hours engaged with essential reading, seminar task preparation, assignment preparation and completion etc.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically analyse theories, themes, and trends relating to human growth and development through the life course, from infancy to old age, and consider how they apply to practice

**MO2** Evaluate a range of theoretical social science perspectives through which people in their life worlds can be usefully understood, and critically discuss how these inform social work practice

**MO3** Critically discuss theories of unequal power relations and their manifestation in class, gender, sexuality, disability, age and cultural differentiation and their application to social work

**MO4** Analyse the strengths, limitations and ethical dimensions of a range of sources of knowledge for social work

**MO5** Demonstrate critical understanding of the role and importance of research in constructing evidence and knowledge for social work and develop skills in evaluating research.

**MO6** Critically examine the strengths and limitations and ethical dimensions of the major (qualitative and quantitative) research paradigms, and relate this to social work research

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzvsj4-30-m.html) via the following link <https://uwe.rl.talis.com/modules/uzvsj4-30-m.html>

## Part 4: Assessment

**Assessment strategy:** In keeping with the learning outcomes of the module, students will be required, through assessment, to demonstrate a broad and extensive knowledge of the life course, the sources of knowledge, particularly research, which inform this, and how these elements inform social work practice.

The workshop sessions that the students undertake will place an emphasis on the integration of these elements. The summative assessment will comprise of a single 5,000 word essay, in which the student will be asked to follow this central ethos: to integrate specific knowledge from theory and research and apply it to contemporary social work practice.

The topic chosen for this will relate to one theme from the life course teaching and students will subject this to a critical analysis of the theory and research underpinning it, and apply this to social work practice.

The students will have group essay support session and, where needed, individual support.

### Assessment components:

#### Written Assignment - Component A (First Sit)

Description: Written assignment (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

#### Written Assignment - Component A (Resit)

Description: Written assignment (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Social Work [Jan][FT][Glenside][1yr] PGDip 2020-21