

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychosocial Approaches to the Life Course: Theory, Research and Practice				
Module Code	UZVSJ4-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	Health and Applied Sciences	Field	Health Community and Policy Studies		
Department	Health and Social Sciences	Module Type	Standard,		
Contributes towards	Post Graduate Diploma Social Work				
Pre-requisites	None	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	30 th September 2015	Valid from	July/ September 2015		
Revision CAP Approval Date		Valid from	September 2016		

Review Date	30 th September 2021
--------------------	---------------------------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • 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 (B) • 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 (B) • 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 (A; B) • Analyse the strengths, limitations and ethical dimensions of a range of sources of knowledge for social work (A)

	<ul style="list-style-type: none"> • Demonstrate critical understanding of the role and importance of research in constructing evidence and knowledge for social work and develop skills in evaluating research. (A) • Critically examine the strengths and limitations and ethical dimensions of the major (qualitative and quantitative) research paradigms, and relate this to social work research (A)
Syllabus Outline	<p>1. 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.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. 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</p> <p>5) 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</p>
Contact Hours	<p>All students will be expected to attend a series of 15 lectures, each on a key theme in the life-course, which may include video clips and some interactive work. These will be followed by 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: 1hr + 1 hours x 15 = 30 hours</p> <p>There will be 4 distinct 'understanding and using research in social work' interactive workshops, each of 3 hours 3hrs x 4 = 12 hours</p> <p>Online learning- including lectures and exercises will also introduce students to broader dimensions of each of the topics and contextual background material within a virtual learning environment : 16 hours</p>

	<p>Each student will be offered 2 x 1hr personal tutorials in relation to the module and its assessment: 2hr</p> <p>= 60 hrs total</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, online and face-to-face tutorials, workshops and conference days.</p> <p>Directed Independent learning includes hours engaged with essential reading, seminar task preparation, assignment preparation and completion etc.</p>
Key Information Sets Information	Not required of PG courses
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.</p> <p>A recommended text will under-pin the module teaching (see below). Reading this will give students an overview of the subject area, as well as knowledge of some of the specific sessions within the module.</p> <p>Typically, for every taught session there will be at least one core reading. These core readings will be on Blackboard for each session. These are an essential part of the learning, and link to both the lecture and the seminar. They are compulsory, as they will help students understand and participate more actively in the teaching sessions. The required reading will be added to the Blackboard site at least one week before the relevant session.</p> <p>Detailed reading lists will be made available through relevant channels, e.g. module handbooks and on Blackboard,</p>
Indicative Reading List	<p>Recommended text:</p> <p>Frost, L. and McClean, S (2014) <i>Thinking about the Lifecourse: A Psychosocial Introduction</i>. Basingstoke: Palgrave Macmillan</p> <p>Other indicative texts:</p> <p>Denscombe, M. (2014) <i>The Good Research Guide: For Small-Scale Social Research Projects</i>. 5th ed. Maidenhead: Open University Press.</p> <p>Kiteley, R. and Stogdon, C. (2014) <i>Literature Reviews in Social Work</i>. London: Sage.</p> <p>Frosh, S. (2012) <i>A Brief Introduction to Psychoanalytic Theory</i>. Basingstoke: Palgrave Macmillan.</p> <p>Garrett, P.M. (2013) <i>Social Work and Social Theory: Making Connections</i>. Bristol: Policy Press.</p> <p>Gilbert, N., ed. (2008) <i>Researching Social Life</i>. 3rd ed. London: Sage.</p> <p>Green, L (2010) <i>Understanding the Life Course: Sociological and Psychological Perspectives</i>. Cambridge: Polity.</p>

	<p>Hollway, W. and Jefferson, T. (2012) <i>Doing Qualitative Research Differently: a Psychosocial Approach</i> [online]. London: Sage. [Accessed 26 June 2015].</p> <p>Jones, P., Bradbury, L. and Le Boutillier, S. (2011) <i>Introducing Social Theory</i>. 2nd ed. Cambridge: Polity.</p> <p>Lawler, S. (2014) <i>Identity: Sociological Perspectives</i> [online]. Cambridge: Polity. [Accessed 26 June 2015].</p> <p>Databases such as: ASSIA (Applied Social Science Index and Abstracts), which can be accessed from the Library web site at http://www1.uwe.ac.uk/library/.</p>
--	--

Part 3: Assessment	
Assessment Strategy	<p>In keeping with the learning outcomes of the module, students will be required, through assessment, to demonstrate a broad and extensive knowledge of the lifecourse and the sources of knowledge, particularly research, which construct this knowledge base.</p> <p>Research knowledge for understanding the lifecourse will be examined through a seen, prepared for, exam paper which will require students to evaluate a piece of research and comment on its contribution to the subject area.</p> <p>The capacity to draw on relevant theories, to construct a critical analysis and discussion of one aspect of the life course, in depth will be examined through the essay. The topic chosen for this will relate to one theme from the life course teaching.</p> <p>The students will have individual tutorial support to undertake both of these tasks, as well as a whole group essay and exam support session.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A seen exam (2 hours)	100	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. An essay which will require students to explore an aspect of the life course (4,000 words)	100	
2.(etc)		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. A seen exam (2 hours)	100
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1. An essay which will require students to explore an aspect of the life course (4,000 words)	100
2.(etc)	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	