

MODULE DESCRIPTOR

Module Title

Human Growth And Relationships

Reference	SS2053	Version	5
Created	January 2017	SCQF Level	SCQF 8
Approved	November 2014	SCQF Points	15
Amended	February 2017	ECTS Points	7.5

Aims of Module

To offer the student an opportunity to explore and evaluate theories relating to the development of personality throughout the lifespan. Students will be able to assess the connections between developmental experiences and adult functioning.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Explain theories of emotional development taking account of aspects that both promote and compromise resilience.
- 2 Apply the learning of concepts of loss and change.
- 3 Appraise theories and concepts from psychodynamic, systems and ecological perspectives with regard to relationships across the lifespan.

Indicative Module Content

Psychodynamic, ecological and social learning theories of development. Personal and social development. Language development. Disability. Health. Upbringing. Care. Loss, change and transitions. Relationships across the lifespan. Families. Assessment, planning and review. Traditions of relational practice. Environment. Values. Codes of practice.

Module Delivery

This module is based on directed and private study supplemented by lectures and tutorials. Introductory lectures are linked to course materials.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	N/A	20
Non-Contact Hours	N/A	90
Placement/Work-Based Learning Experience [Notional] Hours	N/A	40
TOTAL	N/A	150
<i>Actual Placement hours for professional, statutory or regulatory body</i>		40

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3
Description:	All learning outcomes will be assessed by an observational case study.				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

This Module is assessed by a single component written Case Study. To pass this module, students must obtain a minimum grade of D.

Module Grade	Minimum Requirements to achieve Module Grade:
A	A
B	B
C	C
D	D
E	E
F	F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	None in addition to SCQF entry requirements or equivalent.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 BERGER, K. 2011. *Developing Person Through the Lifespan*. London: Palgrave MacMillan.
- 2 DANIEL, B., WASSELL, S. and GILLIGAN, R. 2010. *Child development for child care and protection workers*. Second Edition. London: Jessica Kingsley.
- 3 DOWLING, M., 2014. *Young Children's Personal, Social and Emotional Development*. London: Sage.
- 4 GERHARDT, S. 2008. *Why love matters: How affection shapes a baby's brain*. London: Routledge.
- 5 GIBSON, A., and GIBSON, N., 2016. *Human Growth and Behaviours and Development*. London: Sage.
- 6 HUGHES, D. 2012. *Brain-Based Parenting: The Neuroscience of Caregiving for Healthy Attachment* (Norton Series on Interpersonal Neurobiology). London: W.W. Norton.
- 7 Sudbery, J., 2010. *Human Growth and Development*. Oxon: Routledge.