

## MODULE DESCRIPTOR

### Module Title

Development, Behaviour and Interpersonal Processes

Reference	SS4036	Version	4
Created	August 2017	SCQF Level	SCQF 10
Approved	September 2009	SCQF Points	15
Amended	September 2017	ECTS Points	7.5

### Aims of Module

To provide a critical conceptual understanding of theories of human development and behaviour in a multi-cultural context. To apply developmental theories to self and practice contexts.

### Learning Outcomes for Module

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

- 1 Provide a comparative and critical account of those theories which attempt to explain human development and behaviour.
- 2 Select, apply and evaluate situationally appropriate models to inform practice in a range of given situations.
- 3 Analyse the cultural limitations and variability of such theories along with different cultural assumptions about the nature of childhood, adolescence and adulthood.
- 4 Use relevant theory in the assessment of individuals and families.

### Indicative Module Content

The life cycle, attachment, growth and development. Schemata and stages in cognitive development. Operant, classical and other forms of conditioning. Social Learning Theory, models of family functioning and social psychology including social attribution. Cultural variables governing the above. The content also reflects, where appropriate, the knowledge, skills and professional confidence and competence requirements of the Key Capabilities in Child Care and Protection (Scottish Executive 2006).

### Module Delivery

The module is delivered in taught mode, by lectures, interactive group activities, case studies and directed study.

**Indicative Student Workload**

	Full Time	Part Time
Contact Hours	64	N/A
Non-Contact Hours	86	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	150	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

**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, 4
Description:	The coursework will take the form of a case study based essay.				

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text****Coursework**

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

**Module Requirements**

Prerequisites for Module	None, in addition to course entry requirements.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- 1 Aldgate, J., 2006. The Developing World of the Child. London. Jessica Kingsley
- 2 Boyd, D., & Bee, H., 2008/2013. Lifespan Development, 5th/6th ed. Boston: Allyn & Bacon
- 3 Crain, W., 2011. Theories of Development, 6th ed. London. Pearson Education
- 4 Erikson, E., 1998. Identity and the Life Cycle. New York: Warton
- 5 Hewstone, M., Stroebe, W., & Jonas, K., 2012. Introduction to Social Psychology, 5th Ed. Blackwell Publications
- 6 Hogg, M.A. & Vaughan, G.M., 2010. Social Psychology, 6th Ed. Pearson Education
- 7 Howe, D., 2011. Attachment Across the Lifecourse - A Brief Introduction. Palgrave Macmillan. Basingstoke
- 8 Gibson, N. Human Growth, Behaviour and Development. 2015. Sage. London.