1. **Title of the module**

SOCI9240 (SO924) - The Individual, the Family and Society

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Social Work MA (compulsory module)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 The application of relevant research, theory and knowledge from the cognate disciplines of sociology and psychology (human growth and development) to social work;

8.2 The role of social processes and the impact of sources of experiential and life course disadvantage that leads to marginalisation, isolation and social exclusion and how this impacts on the need for social work services;

8.3 The changing and dynamic nature of families and communities and the resultant implications for social work practice;

8.4 Psychological, social, cultural, spiritual and physical influences on people and human development throughout the life course and how these link to the development and understanding of need;

8.5 The theoretical perspectives on bio-psycho-social influences on human development, behaviour and the life stages;

8.6 The intersection of psychological theories and social factors with issues of discrimination, disadvantage, inequality and injustice

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in the use of research and empirical data;

9.2 Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally and in writing;

9.3 Be able to synthesise and evaluate complex knowledge and theoretical material from different schools and disciplines of enquiry

1. **A synopsis of the curriculum**

Taking an ecological approach to social work, the module will highlight the need for a systematic analysis of influences on individuals, families, groups and communities at micro, meso and macro levels. This will include the role of social processes on individuals and families and theoretical approaches to human growth and development. The module will explore bio-psycho-social influences on behaviour, individual identity and the life course, and contrasting approaches, such as ‘critical material’, discursive and intra-psychic, to understanding the individual in society. Broader social influences on individuals and families will also be examined, such as diversity and difference throughout the life span, acknowledging cross-cultural differences in attachment, development and separation.

Applying the module content to social work practice, students will be encouraged to understand the significance of life stages and the need to adopt a life course perspective in social work with specific service user groups. The module will highlight the significance for social workers of the intersection between psychological models and understanding the concept of ‘need’. At the macro level of understanding, the module will explore the interaction between disadvantage in society, marginalisation, isolation and social exclusion with psychological and social factors that bring service users to the attention of social workers.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Burke P and Parker J (2006) *Social Work and Disadvantage: Addressing the Roots of Stigma through Association.*  London: Jessica Kingsley Publishers

Gill O and Jack G (2007*) Child and Family in Context: Developing ecological practice in disadvantaged communities.* Lyme Regis: Russell House

Hockey J & James A (2003) *Social Identities across the Life Course.* Basingstoke: Palgrave Macmillan

Katz J, Peace S and Spurr S (2011*) Adult Lives: A Life Course Perspective*. Bristol: Policy Press

Parrish M (2010) *Social Work Perspectives on Human Behaviour.* Berkshire: OUP

Sigleman CK and Rider EA (2006) *Life-span Human Development.* Belmont: Wadsworth

Thomson Learning

Sudbery J (2009) *Human Growth and Development: an introduction for social workers.* Abingdon: Routledge

Sullivan J. J. (2007) *Sociology: Concepts and Application in a Diverse World.* Pearson

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Coursework – essay (4,000 words) – 100%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** |  | **X** | **X** | **X** |  |  | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Workshops |  | **X** | **X** | **X** |  | **X** | **X** |  |  |
| Class discussion /seminars |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Group work |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay – 4,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway.

1. **Internationalisation**

The module is designed to meet the requirements of UK professional registration. This said, the range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| June 2013 | Original specification | September 2013 | N/A | N/A |
|  |  |  |  |  |

Revised FSO Feb 2018