

MODULE SPECIFICATION PROFORMA

Module Title:	Child and Adolescent Health and Well-Being	Level:	5	Credit Value:	20
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Module Code:	EDC539	Cost Centre:	GAEC	JACS3 Code:	X300
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Trimester(s) in which to be offered:	1/2	With effect from:	September, 2017
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Existing/New:	New	Title of module being replaced (if any):	EDC521 Family Health and Well-being EDC511 Healthy Schools
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Originating School:	School of Social and Life Sciences	Module Leader:	Gillian Danby
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Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate): Core – BA (Hons) Families and Childhood Studies Core – BA (Hons) Education and Childhood Studies
Scheduled learning & teaching hours	40	
Independent study hours	135	
Placement hours	25	

Programme(s) in which to be offered:	Pre-requisites per programme (between levels):
BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies	None

Module Aims: To enhance understanding of issues impacting upon the holistic health and well-being of children and young people and the role played by the child practitioner.

Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Examine the holistic perspective of child and adolescent health and well-being.
2. Critically analyse factors which impact on the health and well-being of children and young people.
3. Critically evaluate how a child's/young person's health and well-being impacts upon their development, learning and life opportunities.
4. Examine relevant legislation and strategies aimed at promoting the health and well-being of children and young people.

Assessment:

Fictitious case study, written by the module tutor, which requires learners to critically discuss key issues, legislation and strategies affecting the holistic health and well-being of children and young people.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%	3,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, group work, practical activities, external speakers, review of video/DVD material and peer discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- The concept of health and well-being as being complex rather than simplistic.
- The range of factors impacting upon the health and well-being of children, young people and families (e.g. diet, exercise, poverty, parental capacity, hospitalisation, substance use/misuse, mental well-being, bullying, self-harm, nurturing and secure relationships, loss/bereavement, personal/sexual relationships).
- Social welfare, health and education related legislation and strategies aimed at promoting the health and well-being of children and young people (e.g. United Nations Convention on the Rights of the Child, Rights to Action, Every Child Matters, Poverty Strategy, Together for Mental Health; Healthy Schools; PSE Framework).
- The role of practitioners in supporting children/young people in making positive, safe and informed choices, and promoting resilience, confidence and self-esteem.
- Links between children/young people's health and well-being and their development and learning.
- Multi-agency working

Bibliography

Essential reading:

Aggleton, P., Dennison, C. and Warwick, I. (eds) (2010), *Promoting Health and Well-Being through Schools*. London: Routledge.

Bradshaw, J. (2011), *The Well-Being of Children in the UK*. Bristol: Policy Press

Burton, M., Pavord, E. and Williams, B. (2014), *An Introduction to Child and Adolescent Mental Health*. London: Sage.

Underdown, A. (2006), *Young Children's Health and Well-Being*. Maidenhead: Open University Press.

Other indicative reading:

Adams, R. (2012), *Working with Children and Families*. Hampshire: Palgrave Macmillan.

Blair, M., Stewart-Brown, S., Waterston, T. and Crowther, R. (2010), *Child Public Health*. Second Edition. New York: Oxford University Press.

Boddington, N., King, A. and McWhirter, J. (2014), *Personal, Social, Health and Economic Education in Primary Schools*. London: Sage.

DeBell, D. (ed) (2007), *Public Health Practice and the School-Age Population*. London: Hodder Arnold.

Earle, S. and Lloyd, C. (2007), *Theory and Research in Promoting Public Health*. London: Sage Publications Ltd.

Purdy, N. (2013), *Pastoral Care 11-16: A Critical Introduction*. Bloomsbury.

Underdown, A. (2006), *Young Children's Health and Well-Being*. Maidenhead: Open University Press.

Journals:

Children and Society

Education 3-13

European Early Childhood Education Research Journal

Pastoral Care in Education

Web-sites:

www.gov.uk

www.nhs.uk

www.barnardos.org.uk

www.actionforchildren.org.uk