

MODULE SPECIFICATION PROFORMA

Module Title:	Health and Wellbeing across the Life-course	Level:	5	Credit Value:	20
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Module code:	HLT519	Is this a new module?	YES	Code of module being replaced:	HLT516
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Cost Centre:	GANG	JACS3 code:	B900
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Trimester(s) in which to be offered:	2	With effect from:	September 2018
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School:	Social & Life Sciences	Module Leader:	Petros Andreadis
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Scheduled learning and teaching hours	35 hrs
Guided independent study	165 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programmes(s) in which to be offered	Core	Option
BSc (Hons) Public Health and Wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only	
Initial approval <i>December 2017</i>	
APSC approval of modification <i>Enter date of approval</i>	Version 1
Have any derogations received SQC approval?	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

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Module Aims

The module will support the students to:
Identify the challenges to health and wellbeing as they present across the life course. It will explore 4 key life-stages, and the associated health-pressures. These life stages include Maternal and Newborn health; Child and Adolescent health; Sexual and Reproductive health, and Healthy Aging.

By the end of the module students will have considered key morbidity and mortality issues as they relate to each

1. Public health policy as it relates to specific life-course issues
2. The understanding of cumulative health risk and / or protective factors across the life-course
3. Inequalities and the social gradient of health
4. Discrimination, stigma and social exclusion
5. Social isolation
6. Ill-health
7. Beginning of life as well as end of life issues

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Appraise the demographics of the changing and dynamic population in Wales, the UK and globally, considering the potential implications for the provision of health and wellbeing services as they relate to discrete life-stages.	KS6	
		KS7	
		KS10	
2	Evaluate different models of health provision and promotion as they relate to life-course issues, and how they relate to issues of exclusion and disadvantage.	KS1	
		KS3	
		KS6	

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3	Examine and evaluate the impact of inequalities, as well as the social gradient and other determinants of health in the context of both discrete events, as well as cumulative morbidity, and associated outcomes.	KS1	
		KS3	
		KS5	
4	Evaluate key health determinants which impact on an individual across 4 key life-stages, i.e. Maternal and Newborn health; Child and Adolescent health; Sexual and Reproductive health, and Healthy Aging.	KS1	
		KS3	
		KS6	
5	Construct a set of interventions that focus on the promotion of health and wellbeing at key life stages, i.e. Maternal and Newborn health; Child and Adolescent health; Sexual and Reproductive health, and Healthy Aging.	KS1	
		KS2	
		KS3	
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Appropriately respond to equal opportunities and diversity issues in context. • Use information and communications technology to enhance verbal and written work and to facilitate relevant information retrieval. • Identify appropriate problem-solving strategies. 			

Derogations

N/A

Assessment:

The assessment consists of two elements.

1. The students will be asked to work in pairs to develop a poster presentation (15 minutes excluding questions) exploring a specific wellbeing challenge / disease, the epidemiology, and associated intervention relating to one of the four chosen life-course stages taught in the module.

The students will be expected to cover the theory that relates to the life-course stage, and expand on the links between this, the wellbeing challenge / disease as well as discuss an appropriate health intervention.

2. Students will be required to write a 2500 word individual essay that relates to the topic of health across the life-course.

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Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2 & 5	Joint Presentation	40	15 mins excluding questions	1000
2	1,3 & 4	Individual essay	60	N/A	2500

Learning and Teaching Strategies:

Interactive lectures will be used to provide core knowledge. This will be supported by online materials, smaller group work and tutorials. An online Moodle forum will be established to facilitate discussion and the sharing of learning and resources within the student community. Independent learning will be spent researching and reading in support of the subject area and preparing for assessments

Syllabus outline:

Life-course health
Maternal and newborn health
Child and adolescent health
Sexual and reproductive health
Healthy aging
Health inequalities and the social gradient of health and illness
Cumulative risk / protective factors across the life-course
Demographic changes as they relate to population health
Socio-political environment
Social and economic exclusion across the life-course
Beginning and end of life issues

Bibliography:

Essential reading

WHO (2016) Health at key stages of life – the life-course approach to public health, World Health Organisation

Halfon, N., Forrest, C.B., Lerner, R.M., Faustman, E.M. (Eds.) (2018) Handbook of Life Course Health Development, Springer

Larkin M (2013) Health and Wellbeing across the Life Course, De Montfort University, UK, Open University Press

Indicative reading

Useful websites:

Office for National Statistics. (2015). How life expectancy has changed over time. Retrieved from <http://visual.ons.gov.uk/how-has-life-expectancy-changed-over-time/>

WHO Life-course approach: <http://www.euro.who.int/en/health-topics/Life-stages>

WHO Europe regional office:

http://www.euro.who.int/_data/assets/pdf_file/0019/140671/CorpBrochure_lifecourse_approach.pdf

Eurohealthnet Healthy Ageing: <http://www.healthyageing.eu/>

Public Health Wales: <http://www.wales.nhs.uk/sitesplus/888/news/14707>

NICE guidelines: <https://www.nice.org.uk/guidance/ng32>

BU School of Public Health: <https://www.bu.edu/sph/2015/05/24/the-determination-of-health-across-the-life-course-and-across-levels-of-influence/>

Naidoo, J. and Will, J. (2016) Foundations for Health Promotion, 4e, UK Elsevier