

<b>Module Title:</b>	Health and Wellbeing in Social Care Practice	
<b>Language of Instruction:</b>	English	
<b>Credits:</b>	5	
<b>NFQ Level:</b>	6	
<b>Module Delivered In</b>	<a href="#">2 programme(s)</a>	
<b>Teaching &amp; Learning Strategies:</b>	Lectures to teach key concepts of health and wellbeing in the social care context; Personal Learning Networks - Students will collaborate in small teams to work on preparing a personal learning network for social care practice. Class discussions & debates will actively engage students in reflecting on themselves and others health and wellbeing needs. Project work - students will be engaged in a simulated social care setting to address the wellbeing needs of service users. Guest Lecture- Key Speakers to highlight specific issues pertinent to health and wellbeing in the social care context to include international speakers and global context of best practices in health & wellbeing. D1- Pr 1,2,3,5,6,7,8,9,13,16,17,20,21,22,23. D2-Pr 1,2,3,4, 8,10,12,13,14,15,16,17. D3- Pr 1,5,6,7,8,10,13,14,15. D4- Pr 1,2,3,4,5,6. D5-Pr 1,2,4,5, 6,7,8,9,10,11,12,14,15,16,18,19	
<b>Module Aim:</b>	To highlight the importance of health and wellbeing in social care practice.	
<b>Learning Outcomes</b>		
<i>On successful completion of this module the learner should be able to:</i>		
LO1	Illustrate a knowledge of the factors which impact on holistic health and wellbeing and discuss the role of a social care worker in health promotion. D1 - Pr 1,2,3,6,8,17,18, 20,22 23 D2-Pr 2,3, 4,12, D3- Pr. 6,9,11,13 D4- Pr. 3, 4, D5.-Pr. 1,2,3,4,5,7,10,11,14,15,	
LO2	Explore the care of children and adults with disabilities, lifelong and life limiting conditions. D1- Pr.1,2,3,4,5,12,13,16,17 D3- Pr. 1,7,14 D4- Pr. 3,4, D5-Pr.4,5,7,8,11,13,15,19	
LO3	Understand the relationship between nutrition and population health and wellbeing in social care. D1- Pr. 3,9,20,22,23 D2- Pr. 3,4,8,12,17 D3- Pr 5,6,13,14 D4-Pr 2,3,4 D5- Pr.4,5,7,11,12	
<b>Pre-requisite learning</b>		
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>		
10015	SAFE C1701	Health and Safety in Social Care Practice
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>		
No incompatible modules listed		
<b>Co-requisite Modules</b>		
No Co-requisite modules listed		
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>		
No requirements listed		

**Module Content & Assessment**

**Indicative Content**

**Holistic health and wellbeing**

Analyse health and wellbeing inequalities and impact of societal structures, systems and culture on social care provision. Social determinants of health; health literacy & cultural competence; family history of health; health policy; outreach work in social care. Introduction to health promotion. The ability to reflect on the social care workers own characteristics, values and practice related to health and wellbeing and compare in the international and global context. D1 - Pr 1,2,3,6,8,17,18, 20,22 23 D2-Pr 2,3, 4,12, D3- Pr. 6,9,11,13 D4- Pr. 3, 4, D5.-Pr. 1,2,3,4,5,7,10,11,14,15,

**Specific care needs in social care.**

Care of adult/child living with a disability/ lifelong / life limiting condition - to understand the requirements of work with individuals and children with disability by demonstrating an ability to select the appropriate escalation to resolve gaps in care. Using examples of some conditions such as Down's syndrome, Autism, Asthma, Diabetes. Epilepsy, Dementia, working with families and individuals affected by homelessness and other structural inequalities in society. D1- Pr.1,2,3,4,5,12,13,16,17 D3- Pr. 1,7,14,15. D4- Pr. 3,4, D5- Pr.4,5,7,8,11,13,15,19

**The importance of nutrition**

Holistic health & wellbeing; Nutrition and specific client groups. Recognise professional accountability to justify professional decisions made regarding nutrition and planning of meals - Nutritional significance in work with vulnerable populations and acting with the best interests of the service user. Be able to evaluate and reflect on their own characteristics, values and practice on interactions with marginalised groups with a view to improve practice. D1- Pr. 3,9,17,20,22,23 D2- Pr. 3,4,8,12,17 D3- Pr 5,6,13,14 D4-Pr 2,3,4 D5- Pr.4,5,7,11,12

**Assessment Breakdown**

	%
Continuous Assessment	100.00%

**Continuous Assessment**

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Portfolio	Assessment will incorporate students developing a personal learning network for future areas of health and wellbeing introducing the concepts of continuous professional development. They will also profile the wellbeing needs of a social care client groups and develop international blended intensive projects with international counterparts. D1- Pr 1,2,3,5,6,7,8,9,13,16,17,20,21,22,23. D2-Pr 1,2,3,4, 8,10,12,13,14,15,16,17. D3- Pr 1,5,6,7,8,10,13,14,15. D4- Pr 1,2,3,4,5,6. D5-Pr 1,2,4,5, 6,7,8,9,10,11,12,14,15,16,18,19	1,2,3	100.00	n/a

No Project

No Practical

No End of Module Formal Examination

**SETU Carlow Campus reserves the right to alter the nature and timings of assessment**

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	12 Weeks per Stage	4.00
Independent Learning	15 Weeks per Stage	5.13
Total Hours		125.00

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HWPSC_B	<a href="#">Bachelor of Arts (Honours) in Applied Social Studies in Professional Social Care</a>	4	Mandatory
CW_HWPSC_D	<a href="#">Bachelor of Arts in Applied Social Studies in Professional Social Care</a>	4	Mandatory