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| <b>Module Title:</b>  | Critical Perspectives on Children's Health and Wellbeing   |
| <b>Language of Instruction:</b>   | English  |
| <b>Credits:</b>   | 5  |
| <b>NFQ Level:</b>   | 7  |
| <b>Module Delivered In</b>  | <a href="#">2 programme(s)</a>   |
| <b>Teaching &amp; Learning Strategies:</b>  | Lecture Presentations Class Discussions Co-operative Learning Flipped Classroom Case studies Self directed Independent Learning  |
| <b>Module Aim:</b>  | The aim of this module is to build on previous knowledge of key constructs in health and wellbeing. This module will critically explore theoretical perspectives of children's health and wellbeing. |
| <b>Learning Outcomes</b>  |  |
| <i>On successful completion of this module the learner should be able to:</i>                                       |  |
| LO1   | Critically evaluate the concept of children's health and wellbeing.  |
| LO2   | Identify the key principles of health protection and prevention of illness when working with children and apply these to practice setting.   |
| LO3   | Critically analyze the care of children with chronic and complex needs in an ECEC setting.   |
| <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>           |  |
| No recommendations listed   |  |
| <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

**Topic: children's health and well-being.**

Historical review of child health. Explore the concept of holistic health and wellbeing for a child/ family. Determinants of health & inequalities from national and international perspectives. Health promotion and the role of the ECEC educator in partnership with parents / role of co-professionals with reference to theme of well-being – AISTEAR & SIOLTA. Contemporary issues in child health including policy and legislation for children's health and wellbeing.

**Topic: Health protection and prevention of ill health.**

Health protection. Analyze the organisation of health and wellbeing in ECEC settings. Skills of observation when caring for children. The holistic needs & principles of care for the unwell child. Medication policies- Methods of administration and storage and record keeping. PREVENTION OF ILLNESS National & international Policies to reduce the transmission of disease. Developing self-management skills in children /establishing child centred holistic health care. Link to early years services (Regulations 2016). Childhood Immunisation schedule / infectious diseases prevented by immunisations. Managing common infections in ECEC setting.

**Topic: Support of children with chronic conditions in ECEC.**

CHILDHOOD CONDITIONS Child centered plans of care and support e.g Care of child Asthma /Hay fever and Eczema. Child with Epilepsy. Child with Sickle cell anemia . Care & support of child with complex medical needs e.g. child with cerebral palsy/ cystic fibrosis. Evaluate and critique the impact of a chronic condition on child and family/ implications for practice when creating an enabling environment.

### Assessment Breakdown

|                       | %       |
|-----------------------|---------|
| Continuous Assessment | 100.00% |

### Continuous Assessment

| Assessment Type | Assessment Description                       | Outcome addressed | % of total | Assessment Date |
|-----------------|--|-------------------|------------|-----------------|
| Project         | Written Assignment Project / Research review | 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 | 2.00                                   |
| Estimated Learner Hours    | 15 Weeks per Stage | 6.73                                   |
| Total Hours                |                    | 125.00                                 |

| <b>Workload: Part Time</b> |                  |  |
|----------------------------|------------------|--|
| <i>Workload Type</i>       | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture                    | Every Week       | 1.50                                   |
| Total Hours                |                  | 1.50                                   |

**Module Delivered In**

| Programme Code | Programme   | Semester | Delivery  |
|----------------|---|----------|-----------|
| CW_HWECE_B     | <a href="#">Bachelor of Education (Honours) in Early Childhood Education and Practice</a> | 5        | Mandatory |
| CW_HWECE_D     | <a href="#">Bachelor of Education in Early Childhood Education and Practice</a>           | 5        | Mandatory |