

<b>Module Title:</b>	Children's health, Care and Wellbeing
<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>	Presentations Case studies Review of research papers Co-operative learning Flipped Classroom
<b>Module Aim:</b>	This module introduces students to a holistic concept of health, care and wellbeing of the child in partnership with parents. The roles of interactions and relationships with important adults is emphasised, as is the underpinning construct of communication with babies and children.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Outline the role of maternal/paternal pre-conceptual and prenatal care and its impact on children's health and wellbeing.
LO2	Evaluate needs of infants & children and outline how needs are supported in a nurturing environment in partnership with parents.
LO3	Identify the role of nutrition for holistic health and development in children
LO4	Explore the importance of supporting safety for children's health, care and wellbeing.
<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

#### Role of maternal/ paternal preconceptual and prenatal care.

Maternal / paternal preconceptual care. Prematurity. Birth and assessment & care of the newborn. Review the Irish national NUTURE programme for children as well as international approaches. Identification of developmental disorders/ Interventions/ Role of Co-professionals. Effects on families.

#### Meeting the needs of infants & children in a nurturing environment.

INFANTS : Needs of the baby. The importance of a quality adult / baby interaction. Guidelines for personal care routines (home / education & care setting ) Promotion of sleep in babies & children. Guidelines for prevention of sudden infant death syndrome (SIDS). CHILDREN: Personal care routines for children (1-6yrs) Attainment of bladder and bowel control. General hygiene needs including education of child/ promotion of independence in partnership with parents - related to Aistear ( Theme of Well-being).

#### Nutrition for Children's health and wellbeing

Role of nutrition in holistic development. National healthy eating guidelines for conception, pregnancy, infancy and childhood linked to food group/ food pyramid(FSA 2016) INFANTS: Best practices for infant feeding including breast feeding/ infant formula feeding & weaning guidelines. CHILDREN: Policies for healthy eating in ECEC settings to include prevention of food borne diseases through the implementation of the HACCP guidelines for food handlers. Identification of potential problems eg food refusal, iron deficiency anaemia, childhood obesity, food allergies. Planning a balanced meal for all age groups, - toddler, preschool , school going. Helping a child make healthy choices and demonstrate positive attitudes to nutrition. Food, Culture and Identity. The socio-economic effects on dietary choices.

#### Explore the importance of supporting safety in ECEC.

Safeguarding children ( Children First National Guidance 2017) Factors which predispose children to unintentional injury. Unintentional injury prevention in home environment and ECEC setting. Child centered communication. Reporting and recording unintentional injuries in an early years setting. Link to the Early Years Service Regulations (2016) Adults / ECEC educators :Safety, Health and Welfare Act 2005 (No. 10 of 2005) Creating a safe working environment for staff. Link to setting / national policies .The work place as a health promotion setting.

Assessment Breakdown	%
Continuous Assessment	50.00%
End of Module Formal Examination	50.00%

### Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	n/a	1,2	50.00	n/a

No Project

No Practical

### End of Module Formal Examination

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Formal Exam	End-of-Semester Final Examination	3,4	50.00	End-of-Semester

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>	2	Mandatory
CW_HWECE_D	<a href="#">Bachelor of Education in Early Childhood Education and Practice</a>	2	Mandatory