

# The Young Child, the Family and the Community

(Young Children's Health and Well-being)

## **This module aims to:**

- Critically review key theoretical approaches and research so that the influences on young children's health and well-being within the family can be understood within a broader framework of community, current government policy and provision;
- Examine the complex and dynamic interplay of factors that influence young children's health and well-being in culturally diverse settings;
- Reflect on young children's and families' lifestyles and critically examine research about the possible impacts on health and well-being;
- Examine children's health and well-being within the context of the United Nations Convention on the Rights of the Child.

## **Outline syllabus**

### **Introducing the context of young children's health and well-being:**

- A bio-ecological systems framework – reciprocal influences on health and well-being from micro – macro to systems.
- The political, legislative and international context for children's health and well-being e.g. Every Child Matters, The Children Act 2004, the UNCRC.
- International comparisons of child morbidity and mortality.

### **Influences on health and well-being:**

- Family relationships, social capital, the impact of health inequalities and poverty. (Examining research, for example, about the effects of domestic violence, poor nutrition, being a young carer or a refugee or asylum seeker).
- Constructing young children's health and well-being within the changing family.
- Children's mental health and ill-health – behaviour difficulties, ADHD etc.

### **Child Public Health:**

- Promoting children's health and well-being – a critical appraisal of interventions.
- Young children as active participants in health.

## Assessment methods

A written assignment which assesses critical understanding of the key research, literature and legislation surrounding issues relating to the young child's health and well-being, their family and community and which demonstrates a facility with written language, capacity to use computers to locate and access relevant research and legislation and an ability to formulate arguments, weigh evidence and draw conclusions.

Consider critically dominant discourses relating to the young child's health and well-being within the family and community.

Critically discuss current national policy and international conventions relating to children's rights and reflect upon the implications of this at the level of the family and community.

## Learning outcomes

- Demonstrate a critical understanding of key research and discourses relating to young children's health and well-being.
- Reflect critically on the effects of poverty on young children's health and well-being.
- Demonstrate an understanding of young children as active participants in health and well-being and the philosophy of the UNCRC.
- Adopt an analytical approach to recent government initiatives and their role in promoting children's health and well-being.
  
- Develop computer skills with respect to searching databases to locate published, peer-reviewed studies in the area of the young children's health and well-being for the purposes of literature review.
- Develop team skills through small group and whole-class discussions of issues relating to key research, discourses and legislation.
- Develop communication skills, both oral and written, through group debate and preparation of written assignments.
  
- Develop skills of critical debate, weighing the evidence and drawing conclusions
- Develop knowledge and skills relating to the promotion of young children's health and well being
- Understand recent national policy and international conventions relating to the rights of the child in the context of the family and community
  
- Comprehend the challenges involved in raising the levels of child public health within communities.
- Understand the role of external agencies and how they can work together to support the child and the family.