

## Liverpool John Moores University

Title: HEALTH AND EMOTIONAL WELL BEING  
Status: Definitive  
Code: **4513YPCUGP** (116144)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: St Helens College

| Team        | Leader |
|-------------|--------|
| Angela Pike | Y      |

**Academic Level:** FHEQ4      **Credit Value:** 24.00      **Total Delivered Hours:** 30.00  
**Total Learning Hours:** 240      **Private Study:** 210

### Delivery Options

Course typically offered: Semester 2

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 24.000        |
| Seminar   | 2.000         |
| Tutorial  | 3.000         |
| Workshop  | 1.000         |

**Grading Basis:** 40 %

### Assessment Details

| Category | Short Description | Description   | Weighting (%) | Exam Duration |
|----------|-------------------|---|---------------|---------------|
| Essay    | AS1               | Case study to demonstrate an understanding of how the physical, social and psychological influences upon health and how these influences could be improved through an holistic approach. (2500 words) 50% | 50.0          |               |
| Report   | AS2               | Work-placement report relating psychological theory to practice in relation to the promotion of psychological health and emotional well-being. (2500  | 50.0          |               |

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|----------|-------------------|-------------|---------------|---------------|
|          |                   | words) 50%  |               |               |

## Aims

*To examine the concept of health and current psychological theories and models relevant to promoting health and well-being.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Describe physical, social and psychological influences upon the health of children and young people.
- 2 Explore the concept of health using the holistic framework
- 3 Relate psychological theory and practice to the promotion of emotional health and well-being.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

|                       |   |   |
|-----------------------|---|---|
| Case Study            | 1 | 2 |
| Work placement report | 3 |   |

## Outline Syllabus

*Physical, social and psychological influences on health, concept of health, models of health, health related policy. Psychological approaches :-humanistic, behaviourist and psychodynamic theory and practice, the role of the practitioner in promoting emotional health. Service provision and access, including the role of CAMHS. Theoretical perspectives: the use of reward systems (behaviourism), core conditions and the relationship (Rogerian-Humanistic), releasing emotions through physical activities (Freudian), the importance of boundaries and safety (Bowlby). Five themes of SEAL (Social and Emotional Aspects of Learning) programme within National Curriculum Key Stage 2. Personal, Social, Health Education (PSHE) within the National Curriculum.*

## Learning Activities

Lectures regarding the models and approaches to health, health related policy and psychological theories and practices in promoting psychological health and emotional wellbeing. Group discussion involving the application of models and

lectured input. Case studies for discussion and interpretation in light of the policy, theory and practice. To devise and implement activities to promote emotional wellbeing. Opportunity to reflect on work-based experiences in relation to psychological theories and understandings.

## References

|                        |                         |
|------------------------|-------------------------|
| <b>Course Material</b> | Book                    |
| <b>Author</b>          | Coleman, J.             |
| <b>Publishing Year</b> | 2007                    |
| <b>Title</b>           | Adolescence and Health. |
| <b>Subtitle</b>        |                         |
| <b>Edition</b>         |                         |
| <b>Publisher</b>       | Wiley Interscience      |
| <b>ISBN</b>            |                         |

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|------------------------|---------------------------------|
| <b>Course Material</b> | Book                            |
| <b>Author</b>          | Collins, J. and Foley, P.       |
| <b>Publishing Year</b> | 2008                            |
| <b>Title</b>           | Promoting Children's Well-being |
| <b>Subtitle</b>        | Policy and Practice.            |
| <b>Edition</b>         |                                 |
| <b>Publisher</b>       | O.U.Press                       |
| <b>ISBN</b>            |                                 |

|                        |                             |
|------------------------|-----------------------------|
| <b>Course Material</b> | Book                        |
| <b>Author</b>          | Jarvis, M.                  |
| <b>Publishing Year</b> | 2001                        |
| <b>Title</b>           | Angles on Child Psychology. |
| <b>Subtitle</b>        |                             |
| <b>Edition</b>         |                             |
| <b>Publisher</b>       | Nelson Thornes              |
| <b>ISBN</b>            |                             |

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|------------------------|--------------------------------|
| <b>Course Material</b> | Book                           |
| <b>Author</b>          | Marmot, M. and Wilkinson, R.   |
| <b>Publishing Year</b> | 1999                           |
| <b>Title</b>           | Social Determinants of Health. |
| <b>Subtitle</b>        |                                |
| <b>Edition</b>         |                                |
| <b>Publisher</b>       | Oxford University Press        |
| <b>ISBN</b>            |                                |

|                        |                        |
|------------------------|------------------------|
| <b>Course Material</b> | Website                |
| <b>Author</b>          |                        |
| <b>Publishing Year</b> |                        |
| <b>Title</b>           | curriculum.qcda.gov.uk |

|                  |  |
|------------------|--|
| <b>Subtitle</b>  |  |
| <b>Edition</b>   |  |
| <b>Publisher</b> |  |
| <b>ISBN</b>      |  |

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|------------------------|--|
| <b>Course Material</b> | Website  |
| <b>Author</b>          |  |
| <b>Publishing Year</b> |  |
| <b>Title</b>           | <a href="http://nationalstrategies.standards.dcsf.gov.uk">nationalstrategies.standards.dcsf.gov.uk</a> |
| <b>Subtitle</b>        |  |
| <b>Edition</b>         |  |
| <b>Publisher</b>       |  |
| <b>ISBN</b>            |  |

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|------------------------|--|
| <b>Course Material</b> | Website  |
| <b>Author</b>          |  |
| <b>Publishing Year</b> |  |
| <b>Title</b>           | <a href="http://www.pshe-association.org">www.pshe-association.org</a> |
| <b>Subtitle</b>        |  |
| <b>Edition</b>         |  |
| <b>Publisher</b>       |  |
| <b>ISBN</b>            |  |

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## Notes

Students will examine a range of factors that influence the health of children and young people and investigate strategies aimed at maintaining and promoting their health.

Students will be able to integrate psychological theory/models with their practice and identify aspects of emotional health