

## Module Template for New and Revised Undergraduate Modules<sup>1</sup>

<b>Module Code</b>	PSU34670
<b>Module Name</b>	Child Health & Wellbeing
<b>ECTS credit weighting</b>	5 ECTS
<b>Semester taught</b>	Semester 2
<b>Module Coordinator/s</b>	Lorraine Swords
<b>Module Learning Outcomes with embedded Graduate Attributes</b>	<p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"><li>• <b>Critically discuss</b> contemporary theories and issues in child health and wellbeing from psychological and interdisciplinary perspectives.</li><li>• <b>Analyse</b> the influence of distal and proximal risk and protective factors on child developmental outcomes.</li><li>• <b>Evaluate</b> the complexity and interaction of multiple determinants of child health and wellbeing across contexts.</li><li>• <b>Critically appraise</b> empirical research and applied interventions in the field of child health and wellbeing.</li><li>• <b>Apply</b> theoretical and empirical knowledge to the interpretation of contemporary case studies and applied scenarios.</li><li>• <b>Synthesize</b> perspectives from psychology and related disciplines to develop an integrated understanding of child health and wellbeing.</li></ul>
<b>Module Content</b>	<p>This module introduces students to the study of child health and wellbeing through the presentation and critical examination of some contemporary topics in the field. Distal and proximal risk and protective factors that account for the multivariate complexity of health and wellbeing will be examined. Lectures will provide a stimulating, interactive context in which to consider theoretical, research-based and applied perspectives from psychology and related disciplines.</p> <ul style="list-style-type: none"><li>• <i>Lecture 1: Child Health and Wellbeing: Overview</i></li><li>• <i>Lecture 2: Developmental Trajectories from Childhood to Adulthood: Risk &amp; Protective Factors</i></li><li>• <i>Lecture 3: Conceptualising Adversity</i></li><li>• <i>Lecture 4: Variations in Child Health &amp; Wellbeing</i></li><li>• <i>Lecture 5: Wellbeing - Autonomy</i></li><li>• <i>Lecture 6: Peer Relationships</i></li></ul>

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<sup>1</sup> [An Introduction to Module Design](#) from AISHE provides information on designing and re-designing modules.

- *Lecture 7: Children’s Perspectives on Physical & Mental Health Part 1*
- *Lecture 8: Children’s Perspectives on Physical & Mental Health Part 2*
- *Lecture 9: Stress & Coping*
- *Lecture 10: Resilience*

## Teaching and Learning Methods<sup>2</sup>

The teaching and learning methods for this module prioritise critical thinking, synthesis of evidence, and applied understanding.

Lectures will provide a structured overview of key theories, models, and empirical research in child health and wellbeing. Content will introduce core frameworks such as ecological systems theory, developmental psychopathology, and risk-resilience models, while also presenting contemporary topics (e.g., ACEs, mental health, digital wellbeing, poverty, and resilience).

Lectures will emphasise:

- Integration of theory and evidence
- Critical comparison of competing perspectives
- Application to real-world child health issues

Students will engage with real-world or simulated case studies to apply theoretical knowledge to practical contexts. This strengthens their ability to integrate multiple risk and protective factors affecting child health outcomes.

Students will be guided through key empirical and theoretical literature, including systematic reviews, longitudinal studies, and influential theoretical papers.

Emphasis will be placed on:

- Identifying strengths and limitations of research
- Synthesising findings across studies
- Understanding methodological approaches in child health research

## Assessment Details<sup>3</sup>

Please include the following:

- **Assessment Component**

This module is assessed by way of an **end of term essay** worth 100% of the module grade. This format aligns strongly with the module’s emphasis on critical thinking, theoretical integration, and the ability to synthesise complex, multidisciplinary evidence.

Issues in child health and wellbeing rarely have simple or single-factor explanations. An essay allows students to engage with ambiguity, competing evidence, and contextual

<sup>2</sup> [Trinity-INC](#) provides tips and resources on how to make your curriculum more inclusive.

<sup>3</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

variation, which is essential for understanding real-world developmental outcomes. It also allows students to demonstrate depth of conceptual understanding, moving beyond recognition of facts to explanation, analysis, and evaluation of theories and evidence. The module draws on psychology and related disciplines such as public health, education, and sociology and so an essay format enables students to integrate across these perspectives, compare theoretical frameworks (e.g., ecological systems theory, ACEs, resilience models), and build a coherent argument.

**Contact Hours and Indicative Student Workload<sup>4</sup>**

<b>Contact hours: 11</b>
<b>Independent Study (preparation for course and review of materials): 66 hours</b>
<b>Independent Study (preparation for assessment, incl. completion of assessment): 44 hours</b>

**Inclusive Curriculum**

*All modules should be inclusive for all students who learn differently. Please respond to the following questions (i.e. ensuring the course supports engagement and representation of all students)*

	<b>PLEASE TICK</b>
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design	

<sup>4</sup> [https://www.tcd.ie/academicpractice/resources/assessment\\_workload/](https://www.tcd.ie/academicpractice/resources/assessment_workload/)

### **1. Provision of Accessible and Flexible Learning Materials**

Lecture slides, reading lists, and supplementary learning resources will be made available in advance via Blackboard. Materials will be provided in accessible formats. Clear learning objectives and structured study guides will further support students with diverse learning needs.

### **2. Multiple Opportunities for Engagement and Participation**

Teaching activities will incorporate a variety of participation methods, including verbal discussion, anonymous polling, online quizzes, and reflective exercises. Offering different ways for students to engage with content helps create an inclusive learning environment that accommodates diverse communication styles and levels of confidence.

### **4. Universal Design for Learning (UDL) Principles**

The module will adopt Universal Design for Learning principles by presenting information through multiple formats (e.g., lectures, concept maps, videos, and readings) and by providing regular formative quizzes and revision resources. These approaches support different learning preferences and help students build understanding incrementally throughout the module.

By embedding accessibility and inclusivity into both content and teaching practices, the module can foster a learning environment in which all students are supported to achieve the intended learning outcomes.

### **Indicative Reading List (approx. 4-5 titles)**

Each topic covered will have its own reading list. As examples, these are suggested for the Developmental Trajectories lectures:

- Baglivio, M. T., & Wolff, K. T. (2021). Positive childhood experiences (PCE): Cumulative resiliency in the face of adverse childhood experiences. *Youth Violence and Juvenile Justice*, 19(2), 139-162.
- Crandall, A., Miller, J. R., Cheung, A., Novilla, L. K., Glade, R., Novilla, M. L. B., ... & Hanson, C. L. (2019). ACEs and counter-ACEs: How positive and negative childhood experiences influence adult health. *Child Abuse & Neglect*, 96, 104089.
- McMahan, G., Creaven, A. M., & Gallagher, S. (2020). Stressful life events and adolescent well-being: The role of parent and peer relationships. *Stress and Health*, 36(3), 299-310.
- Smith, K. E., & Pollak, S. D. (2021). Rethinking concepts and categories for understanding the neurodevelopmental effects of childhood adversity. *Perspectives on Psychological Science*, 16(1), 67-93.
- Swords, L., Kennedy, M., & Spratt, T. (2024). Pathways explaining the intergenerational effects of ACEs: The mediating roles of mothers' mental health and the quality of their relationships with their children. *Journal of Applied Developmental Psychology*, 92, 101644.

- Tadjine, L., & Swords, L. (2024). "I Just Wouldn't Like Him to go Through What I Went Through as a Kid": A Qualitative Study on the Mitigating Effects of Positive Childhood Experiences in Mothers with a History of Adverse Childhood Experiences in an Irish Population. *Community Mental Health Journal*, 1-10.
- Useful video: <https://www.youtube.com/watch?v=xYBUY1kZpf8>

**Module Pre-requisite**

None

**Module Co-requisite**

None

**Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.**

No