

# IP381-15 Health and well-being across the life course

**26/27**

**Department**

Liberal Arts

**Level**

Undergraduate Level 3

**Module leader**

Lauren Bird

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

The social determinants of health describe how elements of our lives, social factors and experiences help shape our health and well-being. The purpose of this module is to enable students to understand the relationships between our social lives (in family, work, education and community) and our health and well-being through epidemiological, sociological and demographic lenses. Moreover, while many people believe, or have feelings, regarding how our bodies and minds are shaped by our life experiences, it is important to be able to study the topic objectively and scientifically and in interdisciplinary ways.

In particular, this module will enable students to examine social predictors of health and well-being across the life-course. Students will first gain a deeper understanding of the meaning and measurement of health and wellbeing as well as an introduction to the concept of the life-course as it pertains to health and development. The course then moves through different determinants of health, such as work, class and income, families and caring and more across different integral points in the human life-course.

### Module aims

The module aims to empower students to understand and reflect on the role our social lives play in our health and well-being. Much of our study will centre families and communities, the people we care about and with whom we spend most of our lives. Work, wealth, education, and more shape families' abilities to develop, grow, and lead healthy, happy and productive lives and a better understanding of this will enhance our understanding of many contemporary issues today.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module explores many of the social determinants of health across the life-course and as embedded within families and communities. Using a combination of case studies, primary sources, and hands-on workshops, it engages with questions such as “How do we measure health and well-being?”, “What is life-course theory and how can it inform our health and well-being?” and “How might our biological health be impacted by social events and situations?”,

It aims to not only develop advanced research skills, but also to help students apply critical thinking skills combining social and scientific methodologies.

The syllabus below provides an indicative overview of what the module may cover:

- » What is health and well-being? How do we define, describe, and measure and how might it matter when definitions vary?
- » Social determinants of health framework and life-course studies
- » Social Class, employment and working conditions
- » Social connections: family and child (including education, living conditions and diet and exercise)
- » Social connections: relationships and sex, friendship and community
- » Social connections: caring and contact and the end of the life course (including social contact, loneliness, and caring as work)
- » Living longer lives? Emerging science and demography at the edge of life
- » Treating health through a social lens, productive policies for the future

## Learning outcomes

By the end of the module, students should be able to:

- Compare and contrast different theories and definitions of health and well-being and specifically in the context of life-course studies.
- Demonstrate an understanding of many of the social determinants of health.
- Evaluate evidence of social determinants of health from research literature and data.
- Understand and interpret statistical measures, data sources and scientific approaches to the study of social determinants of health.
- Apply appropriate research methods and skills in the delivery of assessments.

## **Indicative reading list**

[Reading lists can be found in Talis](#)

## **Research element**

Students will conduct independent secondary (and possibly primary) research both for their poster presentation and for their critical review.

## **Interdisciplinary**

This module requires students to engage with materials from multiple disciplines, and merge ideas and thoughts in interdisciplinary ways. Through qualitative and quantitative case studies, students will use multiple methodologies to develop their understanding and present their ideas for interdisciplinary audiences.

## **International**

This module will discuss case studies from around the world. Depending on the students and module convenor, international approaches to the case studies, to presentations, and to research elements will be strongly encouraged.

## **Subject specific skills**

Demonstrate both knowledge and understanding of the social determinants of health, life-course studies and how they relate to inequalities in health and global challenges to well-being. Develop and enhance the skills necessary to research, discuss and quantify the issues surrounding healthy and social lives.

## **Transferable skills**

Principles and applications of research project design, management, and evaluation

Principles and applications of science and social science communication and presentation

Quantitative and qualitative methods and interpretation

Understanding strengths and limitations in research, quantitative and qualitative methods and the interpretation of data.

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## **Study**

## **Study time**

Type	Required
Seminars	10 sessions of 2 hours (13%)
Private study	80 hours (53%)
Assessment	50 hours (33%)
Total	150 hours

## Private study description

Weekly readings and optional readings, finding and interpreting relevant data.

## Costs

No further costs have been identified for this module.

## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A1

Assessment component	Weighting	Study time	Eligible for self-certification
Understanding Evidence Portfolio	30%	10 hours	No
Students will be challenged to interpret and critically engage with types of scientific evidence, assessing quality of evidence and understand and apply technical terminology. The portfolio will be brought together from in class content and activities..			

Reassessment component is the same

Assessment component

Health poster & technical log	40%	35 hours	Yes (extension)
Students are to prepare a poster on a health or wellbeing issue related to the themes from the class. The technical summary is a short reflective summary/log of their research process and approach to the poster (including full bibliography).			

## Weighting

## Study time

## Eligible for self-certification

Reassessment component is the same

Assessment component

Interactive Defence

30%

5 hours

No

Connected to the poster assessment, students will need to present on and field questions about their poster and act as a reviewer for another students poster. The defence of their own poster and review/questioning of a peer will be equally weighted.

Reassessment component

Interactive Defence

No

If a student misses the interactive defence with the class, they will instead have an interactive defence with the module convenor as a viva.

## Feedback on assessment

Feedback for the poster presentations/interactive defence will be provided verbally, and in writing via Tabula. Feedback on elements of the portfolio will be in class as well as written feedback at the end of the module when the portfolio is formally added to tabula.

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## Availability

## Courses

This module is Optional for:

- UVCA-LA99 Undergraduate Liberal Arts
  - Year 2 of LA92 Liberal Arts with Classics
  - Year 2 of LA73 Liberal Arts with Design Studies
  - Year 2 of LA83 Liberal Arts with Economics
  - Year 2 of LA82 Liberal Arts with Education
  - Year 2 of LA95 Liberal Arts with English
  - Year 2 of LA81 Liberal Arts with Film and Television Studies
  - Year 2 of LA93 Liberal Arts with Global Sustainable Development
  - Year 2 of LA97 Liberal Arts with History
  - Year 2 of LA71 Liberal Arts with Law
  - Year 2 of LA91 Liberal Arts with Life Sciences

- Year 2 of LA75 Liberal Arts with Modern Languages and Cultures
- Year 2 of LA96 Liberal Arts with Philosophy
- Year 2 of LA94 Liberal Arts with Theatre and Performance Studies
- Year 3 of LA92 Liberal Arts with Classics
- Year 3 of LA73 Liberal Arts with Design Studies
- Year 3 of LA83 Liberal Arts with Economics
- Year 3 of LA82 Liberal Arts with Education
- Year 3 of LA95 Liberal Arts with English
- Year 3 of LA81 Liberal Arts with Film and Television Studies
- Year 3 of LA93 Liberal Arts with Global Sustainable Development
- Year 3 of LA97 Liberal Arts with History
- Year 3 of LA71 Liberal Arts with Law
- Year 3 of LA91 Liberal Arts with Life Sciences
- Year 3 of LA75 Liberal Arts with Modern Languages and Cultures
- Year 3 of LA96 Liberal Arts with Philosophy
- Year 3 of LA94 Liberal Arts with Theatre and Performance Studies

This module is Unusual option for:

- UVCA-LA99 Undergraduate Liberal Arts
  - Year 2 of LA99 Liberal Arts
  - Year 3 of LA99 Liberal Arts
- Year 4 of UVCA-LA98 Undergraduate Liberal Arts with Intercalated Year