



# ECH 130

## Health in Early Childhood

S2 Day 2014

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Not available

Not available

Not available

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines health, wellbeing, nutrition and safety of children from infancy to 12 years. Implications for children, families and communities are addressed, including practices in a range of settings. Issues and debates arising from research, available technology, community attitudes and values are critically examined. This unit introduces students to the syllabus content associated with the personal development, health and physical education (PDHPE) key learning area with particular focus on the safe living, personal health choices, and growth and development strands. Skills and knowledge in planning, teaching and assessing PDHPE programs are examined, including modifications to the curriculum to meet the needs of diverse learners.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Remember key concepts in early childhood health

Understand key debates and conflicting approaches to best practice

Understand health concepts holistically

Apply approaches to promoting health in early childhood practice

Analyse existing approaches to health on the basis of research evidence

Evaluate claims about early childhood health

## Assessment Tasks

Name	Weighting	Due
<a href="#">Issues in public health</a>	10%	Week 2
<a href="#">EYLF &amp; PDHP</a>	10%	Week 3
<a href="#">Health and social media</a>	40%	Week 6
<a href="#">Overview of Unit</a>	40%	S2 Exam period

### Issues in public health

Due: **Week 2**

Weighting: **10%**

The purpose of this assignment is to develop a broad understanding of public health. Health policies, procedures and practices have an important role in Australian public health. A basic understanding of the many tiers of public health will help you to understand the role of early childhood teachers and early childhood contexts in prevention and to a lesser extent, treatment of illness and injury (physical and psychological).

Source article can be found at [http://www.idph.state.ia.us/adper/common/pdf/healthy\\_iowans/health\\_pyramid.pdf](http://www.idph.state.ia.us/adper/common/pdf/healthy_iowans/health_pyramid.pdf)

On successful completion you will be able to:

- Remember key concepts in early childhood health
- Understand key debates and conflicting approaches to best practice
- Understand health concepts holistically

### EYLF & PDHP

Due: **Week 3**

Weighting: **10%**

Teachers use a range of documents to support the health and wellbeing of infants and children. Key documents are the Early Years Learning Framework (for Birth to 5 years) and the Personal Development, Health and Physical Education (Kindergarten to Year 6) Syllabus. The purpose of this assignment is to support your understanding of these key documents.

*Required readings*

<https://www.mja.com.au/journal/2012/196/3/physical-activity-guidelines-preschoolers-call-research-inform-public-health#13>

<http://syllabus.bos.nsw.edu.au/pdhpe/>

On successful completion you will be able to:

- Remember key concepts in early childhood health
- Understand key debates and conflicting approaches to best practice
- Understand health concepts holistically
- Apply approaches to promoting health in early childhood practice

## Health and social media

Due: **Week 6**

Weighting: **40%**

Discuss at least three ways social media has been used to promote health of young children. Your essay should focus on children (birth to 12 years)\*. In your essay, ensure you consider; 1) how social media has been used, 2) who it has been used with, 3) how effectiveness has been evaluated, 4) whether social media has been found to be effective.

*\*Some studies of children in the birth to 12 year age range also include adolescents. It is acceptable to include these studies.*

Your key reference can be found at: <http://www.biomedcentral.com/1471-2431/14/138>

On successful completion you will be able to:

- Understand key debates and conflicting approaches to best practice
- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health

## Overview of Unit

Due: **S2 Exam period**

Weighting: **40%**

The final exam covers content from selected lectures and tutorials

On successful completion you will be able to:

- Understand key debates and conflicting approaches to best practice
- Understand health concepts holistically
- Apply approaches to promoting health in early childhood practice
- Analyse existing approaches to health on the basis of research evidence

## Delivery and Resources

ECH130 has a series of pre-recorded lectures which will be made available to students at the beginning of Session 2. IEC students enrolled in their first practicum are encouraged to take

advantage of the availability of all lectures to get ahead early in session 2 to allow for reduced workload pressure during practicum.

Tutorials are available for internal students and there is an on-campus session for external students. Attendance at the tutorials/on-campus is not compulsory.

## Unit Schedule

MODULE	LECTURE TOPIC	LECTURER
1	Concepts in Health	Shirley Wyver
1	Physical activity in the early years	Shirley Wyver
1	Changing health contexts & variations on 'typical'	Wendy Nolan
1	Managing risk in outdoor play	Helen Little
1	Road safety	Kids and Traffic @Macquarie University – Louise Cosgrove
1	Water safety	Wendy Nolan
1	PDHPE (1)	Carole Dawes
1	PDHPE (2)	Carole Dawes
2	Infection control	Wendy Shepherd
2	Food handling and storage	Wendy Shepherd
2	Illness & Immunisation	Wendy Nolan
2	Indigenous Children's Health	Hamish Dunn
2	Nutrition	Rosemary Dunn
2	Allergies	Rosemary Dunn
2	Human lactation	Jenni Burgess
2	Sleep	Shirley Wyver
3	Wellness and wellbeing	Helen Little
3	Bullying	Cathrine Neilsen-Hewett

3	Child Maltreatment (1)	Carol Newall
	Child Maltreatment (2)	
3		Carol Newall
3	Mental health (1)	Carol Newall
3	Mental health (2)	Carol Newall

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcome

- Apply approaches to promoting health in early childhood practice

#### Assessment tasks

- EYLF & PDHP
- Overview of Unit

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Remember key concepts in early childhood health
- Understand key debates and conflicting approaches to best practice
- Understand health concepts holistically
- Apply approaches to promoting health in early childhood practice

## Assessment tasks

- Issues in public health
- EYLF & PDHP
- Health and social media
- Overview of Unit

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Remember key concepts in early childhood health
- Understand key debates and conflicting approaches to best practice
- Understand health concepts holistically
- Apply approaches to promoting health in early childhood practice



- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health

## **Assessment tasks**

- Issues in public health
- EYLF & PDHP
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## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Understand key debates and conflicting approaches to best practice
- Understand health concepts holistically
- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health

## **Assessment tasks**

- Health and social media
- Overview of Unit

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcome**

- Apply approaches to promoting health in early childhood practice

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work

with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Assessment task**

- Overview of Unit