



ECED601

Health and Well-being in Early Childhood

S1 External 2015

Institute of Early Childhood

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General Information

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Credit points

4

Prerequisites

Admission to MTeach(Birth to Five Years)

Corequisites

Co-badged status

Unit description

This unit aims to cover many of the health issues that face children and families in both early childhood settings and at home. Early childhood professionals have an added duty of care that necessitates a comprehensive knowledge of likely and unlikely medical events in children's lives. It is also essential that these professionals are familiar with Australian regulations designed to protect children and ensure their optimal wellbeing.

With technology and medical knowledge increasing at an exponential rate, it is important to develop a critical awareness of controversies and differences of opinion concerning practices. An awareness of others' beliefs and levels of understanding is necessary. Debate is encouraged regarding health and medical choices and practices.

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:

1. Increase knowledge and understanding of current health policies and regulations in

early childhood services

2. Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
3. Promote positive health practices for young children in the family and in early childhood services
4. Evaluate early childhood programs in the context of preventative health and child well-being and optimise environments for young children
5. Develop awareness of current medical and scientific research affecting children and families
6. Analyse factors involved in various controversies and debates
7. Examine diversity of opinion and reasons underlying this diversity

General Assessment Information

Extensions

It is expected that you will commence working on your learning activities at the beginning of semester. If you have had a brief illness or adverse event, the unit coordinator will request that you submit all work completed prior to the interruption in your study. If it appears that you have not completed a substantial component of the work, it is unlikely that your extension will be granted. Demonstration of work completed should be done by sending an email to the unit convenor with a word file of completed work attached or the content of your document pasted into the email.

Penalties for Late Work

3 marks will be deducted for each day the assignment is overdue (including weekends).

Requirements to Pass the Unit

In order to receive a passing grade in this unit, you must meet the following criteria:

- Receive an adequate total mark for the unit (i.e. your combined marks for the tutorial task, presentation, essay and quiz). In order to receive a grade of *Pass*, your total mark must be at least 50/100.
- Have made a serious attempt at passing all pieces of work in order to pass the unit. **Note:** If you miss one piece of work, you will fail the unit. It is not the responsibility of unit staff to contact students who have failed to submit assignments or have missed a quiz. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator to determine whether it is possible to complete the unit in 2015.

Assessment Tasks

Name	Weighting	Due
<u>What is a Syndrome?</u>	10%	23/03/15
<u>Presentation</u>	30%	See handbook
<u>Essay on Indigenous Health</u>	30%	07/05/15
<u>Quiz</u>	30%	05/06/15

What is a Syndrome?

Due: **23/03/15**

Weighting: **10%**

Due date: 23rd March 2015 (submit online)

Mark: 10% - graded

Word length: 500 words including in text referencing (reference list is not included in word count).

Please cover the following:

1. What is a syndrome? Brief definition.
2. Select a syndrome for the focus of your one page synopsis
3. What are the causes of the syndrome? Provide the genotype if relevant.
4. What are the physical features or phenotype of the syndrome?
5. What are the functional implications or outcomes (including health) for the individual of the syndrome?
6. What are some likely outcomes for the person? What do outcomes depend on?

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Presentation

Due: **See handbook**

Weighting: **30%**

Tutorial Presentation (in tutorial classes 2,3 and 4 for internal students, same weeks online for external students)

Mark: 30% - graded

Mark/Grade achieved for this assignment will be assessed in two ways:

- Online individual presentation (external students) or In class group (internal students) presentation = 15%
- Individual discussion/forum contributions = 15%

Plan for approximately 20 minutes, plus 5-10 minutes for question and discussion time.

The intention is to provide experience in-group facilitation, gaining the interest of people in a group setting and imparting information in a clear way. It requires considered (rather than lengthy) research on the topic and flexible presentation skills.

The presentation format may include:

- Information presented orally. This has to be brief. Bulleted lists or a few Powerpoint slides (note usually 1 slide per minute)
- Questions for discussion or small group activities
- Segments of AV recordings if brief and linked to overall presentation
- Pamphlets, posters or other material to use, display or hand out (or all three) that link to content or are used for discussion

Note: A peer group 'colloquia' atmosphere will be encouraged. Students can be informal in the sense that this is not a 'performance' but rather an open scholarly exchange of information and ideas that promotes discussion. Respect for your peers during the presentation is important.

Criteria for group presentation:

Students can present in groups of three or four, all must play a role in presenting to the class.

Due date: On the day of your presentation as arranged. Final list of topics and allocation of weeks to present will be made during the first tutorial or online for the external students.

Your presentation should include the following:

1. A title and all author(s) with *your name in bold*
2. A *brief background* to the area of focus/study (its value or importance),
3. The *specific aim* of the presentation/paper,
4. The *method* used to source data,
5. The *findings*, and
6. A *conclusion* or an implication for practice.

Marking criteria will take into account:

- *Background*: The importance or nature of the problem/issue is clearly stated (and referenced)
- *Aim*: Is clear and flows from background
- *Method*: The approach to and sources of information/data collection are described
- *Findings*: Clearly expressed with reference to aims
- *Conclusion*: Includes a summary finding and or an implication for practice with any limitations or areas for future inquiry acknowledged.

Criteria for individual contribution (15%): This includes contributing at least once in each of these five ways: *Your feedback to presenters, comments/reflections, answering questions, posing questions, and sparking discussion.*

- For example:
- Ask at least one question of the presenters,
- Comment on or query what other sources of information or evidence could be considered to contribute further to discussion and knowledge on this topic and,
- Make one comment to the presenters or during discussion on something new you have learned as a result of the presentation

Note: There is no need for all students to rush in and do this task across the first 3 presentations. The aim is to give your fellow students an opportunity to elaborate on their topic, to use some critical analysis in an interactive way with your peers and to give the presenters some feedback on the messages received.

Tutorial Presentation Topics (to be chosen / allocated to groups in first week and the final title and presenters posted to ilearn)

1. What are the main causes and consequences of **being overweight or obese in childhood**? Pay particular attention to the implications for physical and mental health. (Tutorial 3)
2. **Examine and define the concept of social disadvantage**. What are some of the potential impacts on health in the early childhood years? Give examples of how this might be addressed in the media. (Tutorial 3)
3. **Circumcision**. Explore the cultural, historical, religious and medical reasons underlying this practice. Comment on the desirability or undesirability of the practice today. As an early childhood professional, critically reflect on how would you respond to parental inquiries or concerns about either supporting or condemning circumcision of either boys or girls. (Tutorial 4)
4. **Influenza**. Investigate the causes and potential impact on the Australian population of various strains of influenza. Discuss possible proactive and reactive health measures that early childhood professionals could take to prevent an outbreak in early childhood contexts. (Tutorial 2)
5. Choose a childhood **chronic illness or allergic condition**. What are the impacts and consequences of the condition for the child's health and the implications of these for children in early childhood centres? (Tutorial 4)
6. **Vaccination and Autism**. Critically examine the debate in recent years in the 'popular' media, and contrast to the debate in the scientific community concerning the evidence presented for supposed links between the MMR vaccination and the incidence of Autistic Spectrum Disorder. Your presentation should consider both benefits and risks of the MMR immunisation at an individual and collective level. The conclusion should consider the position an early childhood professional could take, when discussing immunisation with families. (Tutorial 2)

On successful completion you will be able to:

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- 7. Examine diversity of opinion and reasons underlying this diversity

Essay on Indigenous Health

Due: **07/05/15**

Weighting: **30%**

Assessment 3: Essay (30%)

Essay 30%

Due date: 7th May

Word length: 1500 words

Topic: Indigenous Health in Australia.

Question:

“The issue of maternal and child health is of great importance to parents in Aboriginal communities, many of whom understand that healthy babies can become healthy children who develop into healthy adults. There are many barriers to achieving this and the goal of healthy children remains elusive to some families” (Eades, 1998. p54)

Health workers have a number of concerns about the ‘gap’ between indigenous children’s health and other parts of the country. What are the key issues and concerns in aboriginal children’s health in remote and urban areas? Explain the relevance of the historical and/or socio-political context in causing the ‘gap’.

Choose one area from the list below to focus on. Briefly discuss the prevalence and implications for a child’s health and learning. What are some of the interventions and approaches and how effective are they?

How does this relate to working with these communities in an early childhood setting?

Nutrition

Obesity

Breastfeeding

Stressful events

Otitis Media

Alcohol consumption during pregnancy

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Quiz

Due: **05/06/15**

Weighting: **30%**

Quiz Structure: 20 multiple-choice questions (10 marks), 10 Short Answer (20 marks)

Source: Multiple-choice questions will be from lectures and required readings. Short answer questions will be from lectures and required readings.

Content: Open Book (notes, lecture overheads and papers)

Date: 5 June, portal available 12-4pm

Duration: 90 Minutes

Venue: Online

Value: 30%

The quiz is completed online and will be available from 12noon until 4pm. Once you login you will have 90 minutes to complete it. After 90 minutes the portal will be closed. This means you should log on by 2:30 at the latest. Extra time will not be granted to students who are logging on late for the quiz. Extra time is a permitted for students with a disability and have had approval from the University to allow extra time. Approval from the University is obtained by completing an *Advice of Disability* form, which can be obtained from, <http://www.reg.mq.edu.au/academic-index.html>. The form must be submitted no later than 31 March, 2015.

On successful completion you will be able to:

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Delivery and Resources

There is a website for this unit, which you can access using your Macquarie University password. The address for this website is <https://ilearn.mq.edu.au/login/MQ/>

This site is made available as an important unit resource. You are **required to check this website at least weekly** for any announcements and updates on readings.

There will be lectures on each topic pre-recorded for students to listen to each week. This series of lectures, along with accompanying lecture notes and readings, are the core study material. Tutorials (slides available online) and assessments have been developed specifically to facilitate understanding of the lectures and readings. See the lecture schedule on pages 11-12 for more details. On occasion, pre-recorded videos may be recommended by the lecturer for students to watch in their own time.

Unit Schedule

This unit has 11 core lectures in addition to a two-week study break. External students are expected to participate in online forum discussions each week. Presentations are due on Friday 1st May, Friday 15th May, and Friday 22nd May (depending on the topic allocated).

The final assessment, assessment 4, is a quiz which will be completed online by all students on the 5th June 2015. The portal will only be available on the day of the quiz. The website available for this unit contains material required for lectures, tutorials and assignments.

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

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

Disruption to Studies Policy 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

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) 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>

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 3. Promote positive health practices for young children in the family and in early childhood services
- 4. Evaluate early childhood programs in the context of preventative health and child well-being and optimise environments for young children

Assessment tasks

- What is a Syndrome?
- Presentation
- Essay on Indigenous Health
- Quiz

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 outcomes

- 1. Increase knowledge and understanding of current health policies and regulations in early childhood services
- 2. Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
- 3. Promote positive health practices for young children in the family and in early childhood services
- 4. Evaluate early childhood programs in the context of preventative health and child well-being and optimise environments for young children
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- 7. Examine diversity of opinion and reasons underlying this diversity

Assessment tasks

- What is a Syndrome?
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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

- 1. Increase knowledge and understanding of current health policies and regulations in early childhood services
- 2. Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
- 3. Promote positive health practices for young children in the family and in early childhood services
- 4. Evaluate early childhood programs in the context of preventative health and child well-being and optimise environments for young children
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Assessment tasks

- What is a Syndrome?
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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

- 1. Increase knowledge and understanding of current health policies and regulations in early childhood services
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- 3. Promote positive health practices for young children in the family and in early childhood services
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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

- 1. Increase knowledge and understanding of current health policies and regulations in early childhood services
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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

- 1. Increase knowledge and understanding of current health policies and regulations in early childhood services
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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 outcomes

- 3. Promote positive health practices for young children in the family and in early childhood services
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Assessment tasks

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 1. Increase knowledge and understanding of current health policies and regulations in early childhood services
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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:

Learning outcomes

- 1. Increase knowledge and understanding of current health policies and regulations in early childhood services
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