



# ECH 130

## Health and Wellbeing

S3 External 2016

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Sanobia Palkhiwala

[sanobia.palkhiwala@mq.edu.au](mailto:sanobia.palkhiwala@mq.edu.au)

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:

Understand different approaches to health from international policy to individual choice.

Know how to access and use key early childhood, school and government documents relating to health.

Know how to access key research findings relating to infant and child health.

Understand their own knowledge and biases regarding health issues.

Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.

Have an understanding of the diverse range of health issues in Australia.

Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.

Understand basic strategies to prevent or intervene.

Appreciate the multidisciplinary nature of health problems.

## General Assessment Information

In order to successfully complete the assessment you must:

- Consult the Assessment Guide published through the unit's iLearn site.
- Have access to the textbook and read at least the required chapters.
- Listen to all lecture recordings.
- Use the Assessment Guide to ensure correct preparation and completion of assessments.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Major Essay</a>	45%	04/01/2016, 11.59pm
<a href="#">Final Exam</a>	55%	S3 Exam period

### Major Essay

Due: **04/01/2016, 11.59pm**

Weighting: **45%**

According to Vanderloo (2014) "Screen-viewing among children remains a global health concern." Discuss current evidence regarding Vanderloo's claim.

Although your key article has a focus on preschool aged children, you may include evidence from any age group, birth to 12 years.

Your key reference (Vanderloo, 2014) is available from <http://www.biomedcentral.com/1471-2431/14/205> It is in an open access journal, so you will not need to go through the University Library and will not pay to access the article.

Further details, such as the marking rubric, are available in the Assessment Guide on iLearn. For students wanting to start before full details are released, keep in mind that your evidence will need to come primarily from articles published in peer reviewed journals.

On successful completion you will be able to:

- Understand different approaches to health from international policy to individual choice.
- Know how to access key research findings relating to infant and child health.

- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.

## Final Exam

Due: **S3 Exam period**

Weighting: **55%**

The exam will cover content from lectures, your textbook, <http://docs.education.gov.au/node/2632> and <http://syllabus.bos.nsw.edu.au/pdhpe/> (K-6 PDHPE Syllabus).

Additional details will be published in the Assessment Guide available on iLearn.

Students are required to be available throughout the duration of the exam period <http://www.mq.edu.au/policy/docs/examination/procedure.html>. If you are unavailable on the day of the exam and it's not due to unavoidable circumstances such as hospitalisation, then you will be marked as absent from the exam and you will fail the unit. **The exam cannot be completed before the date listed in the University exam timetable.**

Students who live outside of the Sydney Metropolitan Area who are registered for a regional exam centre will be able to complete the exam at their exam centre.

On successful completion you will be able to:

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- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Have an understanding of the diverse range of health issues in Australia.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

## Delivery and Resources

ECH130 has a series of pre-recorded lectures, some of which will be available at the beginning of session and some that will become available later during the session.

The textbook for ECH130 is:

*Garvis, S. & Pendergast, D. (2014). Health and wellbeing in childhood. Melbourne: Cambridge*

University Press.

For those wanting to make a head start, the following chapters will be required reading: Chapters 1, 2, 3, 5, 7, 8, 9, 10, 12, 17, 20, 23, and 24 + pp 191-195, 226, 231.

You must have access to this textbook throughout the unit. Please purchase the textbook as soon as possible. The *Marketing Excerpt* PDF at <http://www.cambridge.org/at/academic/subjects/education/education-history-theory/health-and-wellbeing-childhood#contentsTabAnchor> provides part of Chapter 1 and may be useful if you want to look at the textbook in advance. Do not ask if you need to buy the textbook.

You will also need to read <http://docs.education.gov.au/node/2632> and <http://syllabus.bos.nsw.edu.au/pdhpe/> (K-6 PDHPE Syllabus), for the final exam.

**There are no class attendance requirements. This unit does not have an on-campus session or any other classes.**

## Unit Schedule

Please see ilearn for lecture schedule and recordings.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## 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](http://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](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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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 outcome**

- Know how to access key research findings relating to infant and child 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**

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
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- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

## **Assessment task**

- Final Exam

## **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**

- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Appreciate the multidisciplinary nature of health problems.

## **Assessment tasks**

- Major Essay
- Final Exam

## **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 their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.

## **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:

## **Assessment task**

- Major Essay

## **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**

- Understand different approaches to health from international policy to individual choice.
- Have an understanding of the diverse range of health issues in Australia.

### **Assessment task**

- Final Exam

## **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 outcome**

- Have an understanding of the diverse range of health issues in Australia.

### **Assessment task**

- Final Exam