General Information

Unit convenor and teaching staff
Kelly Johnston
kelly.bittner@mq.edu.au

Prerequisites

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. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-dates/

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 early childhood services
4. Evaluate early childhood programs in the context of preventative health and child wellbeing and optimise environment 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

Assignment extensions and late penalties Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

* Please notify the unit coordinator of your intention to request an extension (via Dialogue in iLearn), however, an extension will only be granted on receipt of the completed form submitted through ask.mq.edu.au, plus documentation.

* Emails are not appropriate means of extension requests.

* It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response piece</td>
<td>30%</td>
<td>20/03/2017</td>
</tr>
</tbody>
</table>
### Response piece

**Due:** 20/03/2017  
**Weighting:** 30%

1200 word response piece to current health and wellbeing issue relating to early childhood.

This Assessment Task relates to the following Learning Outcomes:

- Increase knowledge and understanding of current health policies and regulations in early childhood services
- Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
- Promote positive health practices for young children in the family and early childhood services
- Evaluate early childhood programs in the context of preventative health and child wellbeing and optimise environment for young children
- Develop awareness of current medical and scientific research affecting children and families
- Analyse factors involved in various controversies and debates
- Examine diversity of opinion an reasons underlying this diversity

### Group presentation

**Due:** Week 7  
**Weighting:** 30%

Group presentation and critical reflection

This Assessment Task relates to the following Learning Outcomes:

- Increase knowledge and understanding of current health policies and regulations in early childhood services
- Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
- Promote positive health practices for young children in the family and early childhood services
• Evaluate early childhood programs in the context of preventative health and child wellbeing and optimise environment for young children
• Develop awareness of current medical and scientific research affecting children and families
• Analyse factors involved in various controversies and debates
• Examine diversity of opinion an reasons underlying this diversity

Essay
Due: 09/06/2017  
Weighting: 40%

2000 word essay

This Assessment Task relates to the following Learning Outcomes:
• Increase knowledge and understanding of current health policies and regulations in early childhood services
• Evaluate early childhood programs in the context of preventative health and child wellbeing and optimise environment for young children
• Develop awareness of current medical and scientific research affecting children and families
• Analyse factors involved in various controversies and debates
• Examine diversity of opinion an reasons underlying this diversity

Delivery and Resources
Online lectures. Tutorials for internal students. Online engagement.

Policies and Procedures

Late Submission

Unless otherwise stated, late submission of written work will result in a deduction of 10% of the mark awarded for each week or part of a week beyond the due date, or date to which an extension has been granted.
Extension Request


The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

The disruption to studies policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

Serious and unavoidable disruption

The University classifies a disruption as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

If you feel that you've been impacted by a serious and unavoidable disruption to study situation, submit an application as follows:

1. Visit Ask MQ (https://ask.mq.edu.au) and use your OneID to log in via 'Current student domestic and international'
2. Under 'Forms' select 'disruptions' and fill in your relevant details.
3. Attach supporting documents by clicking 'Add a reply', click 'browse' and navigating to the files you want to attach, then click 'submit form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Review

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.
OUA Specific Policies and Procedures

**OUA Special Circumstances Process**

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open Universities Australia directly:*


Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- **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](http://mq.edu.au/policy/docs/) 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/](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 Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

IT Help
For help with University computer systems and technology, visit 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
PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Increase knowledge and understanding of current health policies and regulations in early childhood services
- Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
- Promote positive health practices for young children in the family and early childhood services
- Evaluate early childhood programs in the context of preventative health and child wellbeing and optimise environment for young children
• Develop awareness of current medical and scientific research affecting children and families
• Analyse factors involved in various controversies and debates
• Examine diversity of opinion an reasons underlying this diversity

Assessment tasks
• Response piece
• Group presentation
• Essay

PG - Critical, Analytical and Integrative Thinking
Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes
• Increase knowledge and understanding of current health policies and regulations in early childhood services
• Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
• Promote positive health practices for young children in the family and early childhood services
• Evaluate early childhood programs in the context of preventative health and child wellbeing and optimise environment for young children
• Develop awareness of current medical and scientific research affecting children and families
• Analyse factors involved in various controversies and debates
• Examine diversity of opinion an reasons underlying this diversity

Assessment tasks
• Response piece
• Group presentation
• Essay
PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcomes**

- Increase knowledge and understanding of current health policies and regulations in early childhood services
- Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
- Promote positive health practices for young children in the family and early childhood services
- Evaluate early childhood programs in the context of preventative health and child wellbeing and optimise environment for young children
- Develop awareness of current medical and scientific research affecting children and families
- Analyse factors involved in various controversies and debates
- Examine diversity of opinion and reasons underlying this diversity

**Assessment tasks**

- Response piece
- Group presentation
- Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcomes**

- Promote positive health practices for young children in the family and early childhood services
- Analyse factors involved in various controversies and debates
- Examine diversity of opinion and reasons underlying this diversity
Assessment task

• Group presentation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

• Increase knowledge and understanding of current health policies and regulations in early childhood services
• Develop skills in accessing, evaluating and using information gained from diverse sources in competent practical ways
• Promote positive health practices for young children in the family and early childhood services
• Evaluate early childhood programs in the context of preventative health and child wellbeing and optimise environment for young children
• Analyse factors involved in various controversies and debates
• Examine diversity of opinion an reasons underlying this diversity

Assessment tasks

• Response piece
• Group presentation
• Essay

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

• Increase knowledge and understanding of current health policies and regulations in early childhood services
Unit guide ECHX601 Health and Well-being in Early Childhood

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

Assessment tasks

- Response piece
- Group presentation
- Essay