



# ECED601

## Health and Well-being in Early Childhood

S1 Online 2018

*Department of Educational Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Senior Lecturer

Shirley Wyver

[shirley.wyver@mq.edu.au](mailto:shirley.wyver@mq.edu.au)

Contact via Through iLearn

X5B 232

By Appointment

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:

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 preventive 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

## 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](https://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/](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](https://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

Name	Weighting	Hurdle	Due
<u>Synopsis</u>	15%	No	16 March 2018
<u>Essay</u>	40%	No	8 May 2018
<u>Parent Information Resource</u>	25%	No	28 May 2018
<u>Online quiz</u>	20%	No	11 June 2018

### Synopsis

Due: **16 March 2018**

Weighting: **15%**

500 word synopsis of health related research article.

On successful completion you will be able to:

- 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 preventive 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

### Essay

Due: **8 May 2018**

Weighting: **40%**

1,500 word essay

On successful completion you will be able to:

- 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
- Evaluate early childhood programs in the context of preventive 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

## Parent Information Resource

Due: **28 May 2018**

Weighting: **25%**

See Assessment Guide published on iLearn for details.

On successful completion you will be able to:

- 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
- 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

## Online quiz

Due: **11 June 2018**

Weighting: **20%**

The quiz will be available on 11 June for access from 7am to 8pm. Once accessed you will have one hour to complete. The quiz covers content from the textbook and lectures.

On successful completion you will be able to:

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

- Develop awareness of current medical and scientific research affecting children and families

## Delivery and Resources

Online lectures. Online engagement through iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](https://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

### 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

- 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 preventive health and child wellbeing and optimise environment for young children
- Analyse factors involved in various controversies and debates
- Examine diversity of opinion and reasons underlying this diversity

## 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

- 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 preventive health and child wellbeing and optimise environment for young children
- Analyse factors involved in various controversies and debates
- Examine diversity of opinion and reasons underlying this diversity

### Assessment tasks

- Synopsis
- Essay
- Parent Information Resource

## 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

- 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



- 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 task**

- Parent Information Resource

## **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**

- 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 preventive 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**

- Synopsis
- Essay
- Parent Information Resource
- Online quiz

## 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

- 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 preventive 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

- Synopsis
- Essay
- Parent Information Resource

## 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

- 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 preventive health and child wellbeing and optimise environment for young children
- Analyse factors involved in various controversies and debates
- Examine diversity of opinion and reasons underlying this diversity

## **Assessment tasks**

- Synopsis
- Essay
- Parent Information Resource

## **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**

- 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
- Analyse factors involved in various controversies and debates
- Examine diversity of opinion and reasons underlying this diversity

## **Assessment tasks**

- Essay
- Parent Information Resource

## **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**

- 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 preventive 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

## **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**

- 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 preventive 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**

- Synopsis
- Essay
- Parent Information Resource