



# ECED601

## Health and Well-being in Early Childhood

S1 Day 2019

*Department of Educational Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	4
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12

#### **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**

### Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

### Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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.

### Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

\*\*\*\*\*

### Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses

between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

### **University policy on grading**

#### **Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

#### **Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-plan-ning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

### **Withdrawing from this Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

### **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).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Synopsis</a>	15%	No	25 March 2019
<a href="#">Essay</a>	40%	No	30 April 2019
<a href="#">Parent Information Resource</a>	25%	No	21 May 2019
<a href="#">Online quiz</a>	20%	No	7 June 2019

### Synopsis

Due: **25 March 2019**

Weighting: **15%**

500 word synopsis of health related research article.

Detailed instructions and a marking rubric will be provided in your assessment guide, posted on iLearn.

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: **30 April 2019**

Weighting: **40%**

1,500 word essay.

Key reference: Spitzmueller, C., Zhang, J., Thomas, C. L., Wang, Z., Fisher, G. G., Matthews, R.

A., & Strathearn, L. (2018). Identifying job characteristics related to employed women's breastfeeding behaviors. *Journal of Occupational Health Psychology*. 23(4), 457.

Detailed instructions and a marking rubric will be provided in your assessment guide, posted on iLearn. Resources will also be available to help with writing an essay in early childhood. These resources are particularly important for students who have no previous experience with essay writing in education/social sciences or use of APA style.

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: **21 May 2019**

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: **7 June 2019**

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, readings and lectures.

The quiz will be available through iLearn.

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

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. Tutorials for internal students. Online engagement.

## Unit Schedule

Week	Class date	Lectures – Available through Echo - Topic sequence may vary. You will be advised through iLearn announcements	Chapter Reading
1	25 Feb	Introduction to Health in Early Childhood	1 & 2
		Concepts of Health & Variations of Typical	3
2	4 March	Sustainability in Early Childhood Settings	8
		Indigenous Health	8
3	11 March	PDHPE & EYLF I	
		PDHPE & EYLF II	
4	18 March	Breastfeeding	10
		Body Image	11

5	25 March	Sleep	
		Physical Activity	5 & 24
6	1 April	Illness and Immunisation	7
		Managing Risk in Outdoor Play	7
7	8 April	Maltreatment Part I	6
		Maltreatment Part II	6
8	29 April	Infection Control	7
		Allergies	7
9	6 May	Nutrition	10
		Food Handling & Storage	10
10	13 May	Road Safety	7
		Water Safety	7
11	20 May	Bullying	20
		Social and Emotional Learning	12 & 17
12	27 May	Mental Health Part I	23
		Mental Health Part II	23
13	3 June	Wellbeing Part I	19
		Wellbeing Part II: Moving beyond 'school readiness': Empowering children as advocates and global citizens.	9

## 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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