ECED601
Health and Well-being in Early Childhood
S1 Day 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

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://students.mq.edu.au/important-dates

Learning Outcomes
1. Remember key concepts in early childhood health
2. Understand key debates and conflicting approaches to best practice
3. Examine health issues in context
4. Analyse existing approaches to health on the basis of research evidence
5. Develop approaches to promote health in early childhood practice
6. Evaluate claims about early childhood health
7. Synthesise viewpoints and draw valid conclusions
8. Apply knowledge to develop programs for children and teachers
### Assessment Tasks

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#### Short task

**Due:** 12 March 2013  
**Weighting:** 10%

This Assessment Task relates to the following Learning Outcomes:
- Remember key concepts in early childhood health
- Understand key debates and conflicting approaches to best practice
- Examine health issues in context
- Analyse existing approaches to health on the basis of research evidence

#### Essay

**Due:** 09 April 2013  
**Weighting:** 30%

This Assessment Task relates to the following Learning Outcomes:
- Remember key concepts in early childhood health
- Understand key debates and conflicting approaches to best practice
- Examine health issues in context
- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health
- Synthesise viewpoints and draw valid conclusions

#### Examination

**Due:** 21 May 2013  
**Weighting:** 30%

This Assessment Task relates to the following Learning Outcomes:
• Remember key concepts in early childhood health
• Understand key debates and conflicting approaches to best practice
• Examine health issues in context
• Analyse existing approaches to health on the basis of research evidence
• Develop approaches to promote health in early childhood practice
• Evaluate claims about early childhood health
• Synthesise viewpoints and draw valid conclusions
• Apply knowledge to develop programs for children and teachers

**Presentation**

Due: **TBA**

Weighting: **30%**

This Assessment Task relates to the following Learning Outcomes:

• Remember key concepts in early childhood health
• Understand key debates and conflicting approaches to best practice
• Examine health issues in context
• Analyse existing approaches to health on the basis of research evidence
• Evaluate claims about early childhood health
• Synthesise viewpoints and draw valid conclusions
• Apply knowledge to develop programs for children and teachers

**Delivery and Resources**

Students are expected to regularly access communication facilities in the ECED601 online unit for updates and announcements, support, contact with unit convenor and peers and required readings and materials.

[iLearn.mq.edu.au](http://iLearn.mq.edu.au)

**Unit Schedule**

Please refer to the online unit in iLearn.mq.edu.au.

**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:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs/special_consideration/policy.html) of Policy Central.

**Student Support**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops  [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

**Student Enquiry Service**

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

**Equity Support**

Students with a disability are encouraged to contact the [Disability Service](http://www.mq.edu.au/policy/docs/special_consideration/policy.html) who can provide appropriate help with any issues that arise during their studies.

**IT Help**

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). The policy applies to all who connect to the MQ network including students and it outlines what can be done.