ECH 130
Health in Early Childhood
S2 Day 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Peter Whiteman
peter.whiteman@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://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. Understand health concepts holistically
4. Apply some approaches to promoting health in early childhood practices
5. Analyse existing approaches to health on the basis of research evidence
6. Evaluate claims about early childhood health
7. Understand and apply APA style referencing procedures
### Assessment Tasks

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<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<td>Frieden 5-tier pyramid</td>
<td>5%</td>
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### Frieden 5-tier pyramid

**Due:** 5 August 2013  
**Weighting:** 5%

The purpose of this assignment is to develop a broad understanding of public health. Health policies, procedures and practices have an important role in Australian public health. A basic understanding of the many tiers of public health will help you to understand the role of early childhood teachers and early childhood contexts in prevention and to a lesser extent, treatment of illness and injury (physical and psychological).

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

### APA Style

**Due:** 12 August 2013  
**Weighting:** 5%

To prepare, familiarise students with the content of Perrin.

This Assessment Task relates to the following Learning Outcomes:
- Understand and apply APA style referencing procedures

### Essay

**Due:** 18 September 2013  
**Weighting:** 45%

Discussion of three factors identified by researchers as potentially influencing food choices in Australian households.

This Assessment Task relates to the following Learning Outcomes:
• Understand key debates and conflicting approaches to best practice
• Understand health concepts holistically
• Apply some approaches to promoting health in early childhood practices
• Analyse existing approaches to health on the basis of research evidence
• Evaluate claims about early childhood health

Exam
Due: exam period
Weighting: 45%

Multiple choice quiz covering all facets of the unit.

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
• Understand health concepts holistically
• Apply some approaches to promoting health in early childhood practices
• Analyse existing approaches to health on the basis of research evidence
• Evaluate claims about early childhood health

Delivery and Resources
Technologies Used
This unit requires access to reliable internet access and a computer. The unit has a presence in iLearn, which you will need to log into regularly.

Changes since last offering
Assessment items have changed.

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html
Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of
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 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. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

**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**
- Apply some approaches to promoting health in early childhood practices
- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health

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Policy Central.
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**

- Remember key concepts in early childhood health
- Evaluate claims about early childhood health

**Assessment tasks**

- Frieden 5-tier pyramid
- APA Style
- 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 key debates and conflicting approaches to best practice
- Understand health concepts holistically
- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health

**Assessment tasks**

- Essay
- 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 health concepts holistically
- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health
- Understand and apply APA style referencing procedures

**Assessment tasks**

- APA Style
- Essay

**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**

- Understand health concepts holistically
- Evaluate claims about early childhood health

**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**

- Apply some approaches to promoting health in early childhood practices
- Evaluate claims about early childhood health

**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 outcome**

- Evaluate claims about early childhood health

**Assessment task**

- 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 outcomes**

- Understand health concepts holistically
- Analyse existing approaches to health on the basis of research evidence
- Evaluate claims about early childhood health

**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**

- Evaluate claims about early childhood health