ECHX601
Health and Well-being in Early Childhood
S1 OUA 2017

Institute of Early Childhood

Contents

General Information 2
Learning Outcomes 2
General Assessment Information 3
Assessment Tasks 3
Delivery and Resources 5
Policies and Procedures 5
Graduate Capabilities 8

 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
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](http://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/](https://www.open.edu.au/student-admin-and-support/key-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 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

**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>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response piece</td>
<td>30%</td>
<td>No</td>
<td>20/03/2017</td>
</tr>
</tbody>
</table>
### Unit guide ECHX601 Health and Well-being in Early Childhood

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group presentation</td>
<td>30%</td>
<td>No</td>
<td>Week 7</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>No</td>
<td>09/06/2017</td>
</tr>
</tbody>
</table>

**Response piece**

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

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

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 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%

A group presentation and critical reflection

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 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

On successful completion you will be able to:
• 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 - applies unless otherwise stated elsewhere in the unit guide
Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure
The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit Ask MQ and use your OneID to log in
2. 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

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to the census date (last day to withdraw). If you successfully withdraw before the census date, you won’t need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to apply for Special Circumstances. If you’re eligible, we can refund your fees and overturn your fail grade.
If you’re studying Single Subjects using FEE-HELP or paying up front, you can apply online.

If you’re studying a degree using HECS-HELP, you’ll need to apply directly to Macquarie University.

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 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](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
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

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 - 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
- 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 - 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 and 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 and 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 and reasons underlying this diversity

Assessment tasks

• Response piece
• Group presentation
• Essay