

## EDUC20073 Relating Health and Learning

<b>Credit Points:</b>	12.50
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	2014, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 120 hours. Attendance at all classes (tutorial/ seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry.The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Coordinator:</b>	Assoc Prof Janet Clinton, Mr Timoci O'Connor
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	<p>This subject will explore the relationship between health and learning through a life course model, acknowledging that this relationship is influential in every aspect of our lives.</p> <p>By investigating the determinants of health and learning, with particular focus on health literacy of children and young people, this subject will provide insight on how health influences our success in educational pursuits and how educational opportunities impact on health outcomes.</p> <p>The complex relationship between health and learning models will be studied as well as its individual, community and global impacts. Strategies of measuring, intervening and evaluating these impacts will be examined. Local and international examples will be used to demonstrate practical applications of this complex relationship including examples from schools, developing countries, as well as focussing on the health interventions in educational settings.</p>
<b>Learning Outcomes:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># Debate theories about the nature of theoretical knowledge about health and learning.</li> <li># Understand the influence of the relationship through a life course model</li> <li># Discuss the determinants of health and learning</li> <li># Compare and contrast different theories of health literacy</li> <li># Be aware of the numerous interventions such to positively increase the relationships</li> <li># Have knowledge about the assessment and evaluation of health and learning interventions</li> </ul>
<b>Assessment:</b>	There are three assessment tasks: Essay – Determinants of health and learning and discuss its impacts individuals, communities and/or global (1500 words). Due early in the semester, 35% Online tutorial/practical exercises (500 words). Due mid semester, 15% Proposal / Report

	- Develop an intervention to address a health and learning issue (2000 words). Due end of semester, 50%
<b>Prescribed Texts:</b>	Readings will be posted on the LMS
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ARTS">https://handbook.unimelb.edu.au/view/2014/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-BMED">https://handbook.unimelb.edu.au/view/2014/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-COM">https://handbook.unimelb.edu.au/view/2014/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ENVS">https://handbook.unimelb.edu.au/view/2014/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-MUS">https://handbook.unimelb.edu.au/view/2014/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-SCI">https://handbook.unimelb.edu.au/view/2014/B-SCI</a>)</li> </ul> <p>You should visit <b>learn more about breadth subjects</b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>This subject should enable students to:</p> <ul style="list-style-type: none"> <li># be critical and creative thinkers, with an aptitude for continued self-directed learning</li> <li># examine critically, synthesise and evaluate knowledge across a broad range of disciplines</li> <li># initiate and implement constructive change in their communities,</li> <li># value different cultures</li> <li># be well-informed citizens able to contribute to their communities wherever they choose to live and work</li> <li># accept social and civic responsibilities</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/breadth/health_education_and_school_experience#relating">http://education.unimelb.edu.au/study_with_us/breadth/health_education_and_school_experience#relating</a>