

EDUC20073 Relating Health and Learning

Credit Points:	12.5
Level:	2 (Undergraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Assoc Prof Janet Clinton, Mr Timoci O'Connor
Contact:	Timoci O'Connor timoci.oconnor@unimelb.edu.au (mailto:timoci.oconnor@unimelb.edu.au)
Subject Overview:	<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>
Learning Outcomes:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Debate theories about the nature of theoretical knowledge about health and learning. # Understand the influence of the relationship through a life course model # Discuss the determinants of health and learning # Compare and contrast different theories of health literacy # Be aware of the numerous interventions such to positively increase the relationships # Have knowledge about the assessment and evaluation of health and learning interventions
Assessment:	Online/practical exercise (500 words), early semester (10%) Responses to short answer questions on a health or education issue of their choice (1500 words), mid-semester (35%) Health/learning intervention (total 2000 words): PART A - 5 minute oral presentation of proposed intervention (500 word equivalent), late semester (10%) PART B - written plan of

	proposed intervention (1500 words), end of semester (45%) Hurdle requirement: This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops
Prescribed Texts:	Readings will be posted on the LMS
Breadth Options:	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> # Bachelor of Arts (https://handbook.unimelb.edu.au/view/2016/B-ARTS) # Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2016/B-BMED) # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2016/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2016/B-ENVS) # Bachelor of Music (https://handbook.unimelb.edu.au/view/2016/B-MUS) # Bachelor of Science (https://handbook.unimelb.edu.au/view/2016/B-SCI) <p>You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>This subject should enable students to:</p> <ul style="list-style-type: none"> # be critical and creative thinkers, with an aptitude for continued self-directed learning # examine critically, synthesise and evaluate knowledge across a broad range of disciplines # initiate and implement constructive change in their communities, # value different cultures # be well-informed citizens able to contribute to their communities wherever they choose to live and work # accept social and civic responsibilities
Links to further information:	http://education.unimelb.edu.au/study_with_us/breadth/health_education_and_school_experience#relating