



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.
Please consult the web for updates that may occur during the year.

Description: Educating for Healthy Communities

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRT	4202	86935	1, 2009	ONC	2.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070117

STAFFING

Examiner: Stephen Smith
Moderator: Jon Austin

REQUISITES

Pre-requisite: PRT3201 and PRT3202

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

RATIONALE

The health of the body and the body politic is a crucial concern in contemporary societies. Personal, physical, social, economic, political and environmental health issues confront citizens continuously and the importance of the role education plays in developing and implementing strategies for the development of healthy communities cannot be overstated. The interconnectedness of these various dimensions of health means that integrated approaches to understanding the issues and developing pedagogical responses to them must also be integrated. The formal curriculum areas of Health and Physical Education (HPE) and Studies of Society and Environment (SOSE) are the two most obvious vehicles for addressing these matters in schools.

SYNOPSIS

This course will require students to build on understandings of current curriculum statements in the areas of HPE and SOSE in coming to understand and promote the role of teachers as major contributors to the development of healthy communities. Theoretical issues to be addressed in this course are: notions of health; the concepts of community, governmentality, and interdependence; and transformative pedagogy. The course will require students to demonstrate professional competence in planning and teaching for personal, social and environmental health. Successful completion of a related professional experience program and a practical games and aquatics module

is required. The use of computer-based simulation software in teaching about communities is also a feature of this course. Explorations of healthy environments will also draw on inputs and insights from environmental science derived from both (so-called) Western and alternative sciences, including indigenous sciences. Students in this course will participate in an associated professional experience of 10 days during which they will be encouraged to apply their learning from the course and from which they should be able to bring fresh insights to the course work.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. articulate an understanding of the connections between education, health and community across a number of dimensions (Assignments 1 and 2)
2. plan, develop and implement teaching sequences aimed at contributing to the development of healthy communities (Assignments 1 and 2)
3. develop a capacity to plan, develop and teach swimming skills and practical games (Practical Assessment)
4. apply productive pedagogies and rich task orientation across a number of formal curriculum areas, particularly the HPE and SOSE areas (Assignment 2)
5. demonstrate knowledge and skill in planning, teaching, assessing and managing experiences in school settings at levels appropriate to this courses placement in the sequence of professional experiences courses in the program (Professional Experience)
6. demonstrate a capacity to plan purposeful learning experience to enhance the health of selected students and communities (Assignments 1 and 2).
7. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Assignments 1 and 2)

TOPICS

	Description	Weighting (%)
1.	Conceptualising health and dimension of community	15.00
2.	Identifying social and environmental issues.	10.00
3.	Curriculum frameworks and KLA intent	25.00
4.	Transformative possibilities in SOSE and HPE	10.00
5.	Planning and teaching for healthy communities (including games and aquatics)	25.00
6.	Implementing futures and lifeskills across the curriculum	5.00
7.	Planning of longer-term units in a specialist area of the curriculum	5.00
8.	Planning authentic assessment tasks for inclusive, challenging environments	5.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...
<http://www.usq.edu.au/library/faculties/education/default.htm>

Frangenheim,E 2007, *Reflections on classroom thinking strategies*, 8th edn, Rodin Educational Publishing, Springwood, Queensland.

Gilbert, R (ed.) 2004, *Studying society and environment: a guide for teachers*, 3rd edn, Thomson Learning, Southbank, VIC.

Queensland Studies Authority '' (Available: www.qsa.qld.edu.au).

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Lectures	44.00
Private Study	150.00
Tutorials	44.00
Workshops	44.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 2	50.00	50.00	01 Jun 2009 (see note 1)
ASSIGNMENT 1	50.00	50.00	12 Jun 2009 (see note 2)
PRACTICAL EXPERIENCE 1 (GAMES)	1.00	1.00	12 Jun 2009 (see note 3)
PRACTICAL EXP 2 (AQUATICS)	1.00	1.00	12 Jun 2009 (see note 4)
PROFESSIONAL EXPERIENCE	1.00	1.00	12 Jun 2009 (see note 5)

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm
Assignment 2: due week 14.
2. The course examiner to advise students the due dates for all assessment items.
3. Practical Experience 1: due end semester. To complete the practical experience component of the course, students must obtain a satisfactory standard to gain the one (1) mark to pass each practical experience. A value of zero (0) for either or both practical experiences indicates that you have not passed the relevant practical experience. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.
4. Practical Experience 2 (Aquatics) due end semester. To complete the practical experience component of the course, students must obtain a satisfactory standard to gain the one (1) mark to pass each practical experience. A value of zero (0) for either or both practical experiences indicates that you have not passed the relevant practical experience. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.
5. Professional experience due end semester. 20 days of professional experience must be successfully completed. A value of one (1) indicates you have passed the professional experience component. A value of zero (0) indicates you have not passed the professional experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:

- To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
 - 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course and must satisfactorily complete the sector-based professional experience.
 - 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted marks /grades obtained for each of the summative assessment items in the course.
 - 6 Examination information:
There are no examinations in this course.
 - 7 Examination period when Deferred/Supplementary examinations will be held:
There are no deferred or supplementary examinations in this course.
 - 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

OTHER REQUIREMENTS

- 1 **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
 - 2 Students will require access to e-mail and Internet access to USQConnect for this course.
 - 3 Students are to use a recognised referencing system as specified by the course examiner.
-