



# ABEC150

## Indigenous Health Issues

S2 External 2014

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Admission to BTeach(ECS)

Corequisites

Co-badged status

Unit description

This unit examines physical and mental health in childhood in both family and community contexts and in children's services. Differing practices are examined in light of prevailing social and political attitudes, constraints and requirements. Topics include current regulations in children's services, child safety issues, child protection and wellbeing, nutrition, exercise, illness, allergy, and a range of preventative health measures.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Become familiar with current health practices and policies

Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community

Be aware of current health and medical research

Be able to engage with debate regarding current issues

Use information gained in this unit to develop appropriate environments for young children

## Assessment Tasks

| Name   | Weighting | Due                   |
|--|-----------|-----------------------|
| <a href="#"><u>Research Task</u></a>                 | 25%       | 25 July 2014          |
| <a href="#"><u>Quiz</u></a>                          | 20%       | 24 July 2014          |
| <a href="#"><u>Health Report</u></a>                 | 35%       | 23 September 2014     |
| <a href="#"><u>Health Promotion Presentation</u></a> | 20%       | Second oncampus block |

### Research Task

Due: **25 July 2014**

Weighting: **25%**

Students are asked to find a range of statistical, government report and research information, including three journal articles, about the effect of one of the following on the health and well being of Indigenous Australians: alcohol, tobacco smoking or illegal drugs.

Students are then required to submit a correct APA reference list for their chosen resources and a review of two journal articles detailing the focus, research method and findings.

This report will form the basis for an extended investigation of the chosen topic that forms the third assessment task of the unit.

On successful completion you will be able to:

- Become familiar with current health practices and policies
- Be aware of current health and medical research
- Be able to engage with debate regarding current issues

### Quiz

Due: **24 July 2014**

Weighting: **20%**

Open book quiz based on content of class learning in first Block.

On successful completion you will be able to:

- Become familiar with current health practices and policies
- Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community
- Be aware of current health and medical research
- Be able to engage with debate regarding current issues

- Use information gained in this unit to develop appropriate environments for young children

## Health Report

Due: **23 September 2014**

Weighting: **35%**

Extended research report on the issue chosen for Task 1. Focus on the effect of alcohol, tobacco smoking or illegal drugs on physical health, long terms implications for individuals and families and ways to promote good health messages in early childhood settings about this issue.

On successful completion you will be able to:

- Become familiar with current health practices and policies
- Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community
- Be aware of current health and medical research
- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

## Health Promotion Presentation

Due: **Second oncampus block**

Weighting: **20%**

Oral presentation of an analysis and critique of a health promotion resource designed for Indigenous communities, sourced by the student.

On successful completion you will be able to:

- Become familiar with current health practices and policies
- Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community
- Be aware of current health and medical research
- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

## Delivery and Resources

External. Students attend two compulsory block on-campus periods in July and September.

Textbooks:

Department of Health and Aging (DHA). (2012). *Get up and grow: Caring for our kids*. (Staff handbook) Retrieved from <http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources#indig>

National Health and Medical Research Council (NHMRC). (2012). *Staying Healthy: Preventing infectious diseases in early childhood education and care services*. (Updated June 2013) (5th ed.). Canberra: National Health and Medical Research Council.

## **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://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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/)

## **Student Support**

Macquarie University provides a range of support services for students. For details, visit <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](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## 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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <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.

## 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

- Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community
- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

### Assessment tasks

- Research Task
- Quiz
- Health Report
- Health Promotion Presentation

## 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 outcomes**

- Become familiar with current health practices and policies
- Be aware of current health and medical research
- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

### **Assessment tasks**

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## **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**

- Become familiar with current health practices and policies
- Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community
- Be aware of current health and medical research
- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

### **Assessment tasks**

- Research Task
- Quiz

- Health Report
- Health Promotion Presentation

## 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

- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

### Assessment tasks

- Research Task
- Quiz
- Health Report
- Health Promotion Presentation

## 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

- Become familiar with current health practices and policies
- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

### Assessment tasks

- Research Task
- Quiz
- Health Report



- Health Promotion Presentation

## 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 outcome

- Use information gained in this unit to develop appropriate environments for young children

### Assessment tasks

- Quiz
- Health Report
- Health Promotion Presentation

## 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

- Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community
- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

### Assessment tasks

- Research Task
- Quiz
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## 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 outcomes**

- Become familiar with current health practices and policies
- Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community
- Be aware of current health and medical research
- Be able to engage with debate regarding current issues
- Use information gained in this unit to develop appropriate environments for young children

### **Assessment tasks**

- Research Task
- Quiz
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## **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**

- Be capable of promoting positive health practices and the general well-being of young children in families, child care and the community
- Use information gained in this unit to develop appropriate environments for young children

### **Assessment tasks**

- Quiz
- Health Report
- Health Promotion Presentation