



ABEC314

ATSI Children and Health: Educational and Social Implications

S2 External 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Unit Convenor

Wendy Nolan

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Credit points

3

Prerequisites

39cp including ABEC150

Corequisites

Co-badged status

Unit description

This unit focuses on the physical and mental health and wellbeing of Aboriginal and Torres Strait Islanders. Political, historical, cultural and social issues that contribute to current health issues and practices are examined. Topics range from traditional medicine and the impact of European invasion to current nutrition, dental health, allergy, disease and safety. Problems associated with social factors are also addressed in light of governmental policies.

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:

To demonstrate effective writing skills

To become familiar with health issues and how they relate to the Early Years Learning Framework (EYLF)

To gain knowledge of children's services regulations and guidelines

To understand application of these regulations and guidelines in children's services

To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting and home environment

To examine and evaluate contextual issues that affect ATSI health

To consider successes and failures of historical and political initiatives to promote the health and safety of Indigenous children

Assessment Tasks

Name	Weighting	Due
Assignment	10%	23.07.13
Essay	30%	16.09.13
Informal Report	30%	TBA
Exam	30%	30

Assignment

Due: **23.07.13**

Weighting: **10%**

Comment on the role of ATSI art and creativity in promoting group cohesion and wellbeing.

Give examples by citing particular exhibits

What effects might invasion and colonisation have had on the cultural activities and mental health of ATSI people?

On successful completion you will be able to:

- To demonstrate effective writing skills
- To examine and evaluate contextual issues that affect ATSI health

Essay

Due: **16.09.13**

Weighting: **30%**

Choose either a physical or mental health issue facing the Indigenous population today. Describe the incidence, severity and likely effects on the quality of life of affected individuals. Comment on the precursors to this problem in the community and how the situation might be alleviated in the present.

1500-2000 words

On successful completion you will be able to:

- To demonstrate effective writing skills
- To become familiar with health issues and how they relate to the Early Years Learning

Framework (EYLF)

- To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting and home environment
- To examine and evaluate contextual issues that affect ATSI health
- To consider successes and failures of historical and political initiatives to promote the health and safety of Indigenous children

Informal Report

Due: **TBA**

Weighting: **30%**

Child protection issues in your local community

a) Subjective information and validity of claims

- How well informed does your local community appear to be regarding child protection regulations and the law? Have you heard of unsubstantiated claims and/or beliefs regarding how to deal with these claims? If yes, consider possible reasons these reactions or beliefs exist. If you have not heard any community or workplace discussion, reflect on possible reasons for this lack.
- Why is it important to rectify misinformation and misunderstanding in the general community regarding child protection? How might this effectively be done?
- As an educator how do you explain to others the need to distinguish between subjective reactions or beliefs and the requirements as set out in children's regulations and the law

Word limit: 1500 – 2000 word

On successful completion you will be able to:

- To gain knowledge of children's services regulations and guidelines
- To understand application of these regulations and guidelines in children's services
- To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting and home environment
- To examine and evaluate contextual issues that affect ATSI health

Exam

Due: **30**

Weighting: **30%**

This will cover all aspects covered in the unit including all tutorial material.

The quiz will be in multiple-choice, short answer or short essay format.

On successful completion you will be able to:

- To demonstrate effective writing skills
- To understand application of these regulations and guidelines in children's services
- To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting and home environment
- To examine and evaluate contextual issues that affect ATSI health
- To consider successes and failures of historical and political initiatives to promote the health and safety of Indigenous children

Delivery and Resources

Students will work with the resources copied to their iPADS.

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html

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

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

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

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <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 and it outlines what can be done.

Graduate Capabilities

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

- To become familiar with health issues and how they relate to the Early Years Learning Framework (EYLF)
- To gain knowledge of children's services regulations and guidelines
- To understand application of these regulations and guidelines in children's services
- To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting

and home environment

- To examine and evaluate contextual issues that affect ATSI health
- To consider successes and failures of historical and political initiatives to promote the health and safety of Indigenous children

Assessment tasks

- Essay
- Informal Report
- Exam

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

- To become familiar with health issues and how they relate to the Early Years Learning Framework (EYLF)
- To gain knowledge of children's services regulations and guidelines
- To understand application of these regulations and guidelines in children's services
- To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting and home environment
- To examine and evaluate contextual issues that affect ATSI health
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Assessment tasks

- Assignment
- Essay
- Informal Report
- Exam

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

- To become familiar with health issues and how they relate to the Early Years Learning Framework (EYLF)
- To gain knowledge of children's services regulations and guidelines
- To understand application of these regulations and guidelines in children's services
- To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting and home environment
- To examine and evaluate contextual issues that affect ATSI health
- To consider successes and failures of historical and political initiatives to promote the health and safety of Indigenous children

Assessment tasks

- Essay
- Informal Report

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

- To demonstrate effective writing skills

Assessment task

- Assignment

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

- To demonstrate effective writing skills
- To become familiar with health issues and how they relate to the Early Years Learning Framework (EYLF)
- To gain knowledge of children's services regulations and guidelines
- To understand application of these regulations and guidelines in children's services
- To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting and home environment
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Assessment tasks

- Assignment
- Essay
- Informal Report
- Exam

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

- To become familiar with health issues and how they relate to the Early Years Learning Framework (EYLF)
- To gain knowledge of children's services regulations and guidelines
- To understand application of these regulations and guidelines in children's services
- To consider ways of working with the families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in the early childhood setting and home environment
- To examine and evaluate contextual issues that affect ATSI health

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Assessment tasks

- Essay
- Informal Report
- Exam

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 outcome

- To understand application of these regulations and guidelines in children's services