



# ABEC314

## ATSI Children and Health: Educational and Social Implications

S2 External 2015

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Rosemary Dunn

[rosemary.dunn@mq.edu.au](mailto:rosemary.dunn@mq.edu.au)

Contact via email

X5B 244

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 Straight 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:

At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.

At the conclusion of this unit the students should demonstrate familiarity with child health and well-being issues.

At the conclusion of this unit the students should demonstrate understanding of the regulatory and legal issues associated with ensuring children's health and well-being in children's services.

At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments. At the conclusion of this unit the students should demonstrate effective writing and oral communication skills.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Quiz</a>	15%	30 July 2015
<a href="#">Oral presentation</a>	15%	W/S 1 Block 2
<a href="#">Information leaflet</a>	15%	W/S 1 Block 2
<a href="#">Essay</a>	40%	5 October 2015
<a href="#">Open Book Take Home Exam</a>	15%	6 November 2015

### Quiz

Due: **30 July 2015**

Weighting: **15%**

Individual written task. **The quiz will consist of 10 multiple choice questions and 5 short answer questions.**

This quiz will be based on your required readings and the content of the on-campus sessions for the first on-campus block.

**Notes and texts will not be permitted**

On successful completion you will be able to:

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate effective writing and oral communication skills.

### Oral presentation

Due: **W/S 1 Block 2**

Weighting: **15%**

Oral presentation to the class about a health issue relevant to children.

On successful completion you will be able to:

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate familiarity with child health and well-being issues.
- At the conclusion of this unit the students should demonstrate understanding of the regulatory and legal issues associated with ensuring children's health and well-being in children's services.
- At the conclusion of this unit the students should demonstrate effective writing and oral communication skills.

## Information leaflet

Due: **W/S 1 Block 2**

Weighting: **15%**

Based on research for Task 2 (Oral presentation) create an information leaflet suitable for parent/ carers.

On successful completion you will be able to:

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate familiarity with child health and well-being issues.
- At the conclusion of this unit the students should demonstrate understanding of the regulatory and legal issues associated with ensuring children's health and well-being in children's services.
- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.
- At the conclusion of this unit the students should demonstrate effective writing and oral communication skills.

## Essay

Due: **5 October 2015**

Weighting: **40%**

Research essay focussed on nutritional issues.

On successful completion you will be able to:

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate familiarity with child health and well-being issues.
- At the conclusion of this unit the students should demonstrate effective writing and oral communication skills.

## Open Book Take Home Exam

Due: **6 November 2015**

Weighting: **15%**

Five short answer questions, based on the readings for this unit. (Approximately 100-150 words each)

On successful completion you will be able to:

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate familiarity with child health and well-being issues.
- At the conclusion of this unit the students should demonstrate understanding of the regulatory and legal issues associated with ensuring children's health and well-being in children's services.
- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.
- At the conclusion of this unit the students should demonstrate effective writing and oral communication skills.

## Delivery and Resources

**External delivery, on campus workshops in two block periods.**

### REQUIRED TEXTS

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/p>

## [hd-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.

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Stamford, CT: Cengage Learning.

## 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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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

### 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 outcomes

- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.
- At the conclusion of this unit the students should demonstrate effective writing and oral communication skills.

### Assessment tasks

- Oral presentation
- Information leaflet

### 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 outcome**

- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.

### **Assessment task**

- Information leaflet

## **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**

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate understanding of the regulatory and legal issues associated with ensuring children's health and well-being in children's services.
- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.

### **Assessment task**

- Information leaflet

## **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**

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate familiarity with child health and well-being issues.
- At the conclusion of this unit the students should demonstrate understanding of the regulatory and legal issues associated with ensuring children's health and well-being in children's services.
- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.

## **Assessment tasks**

- Quiz
- Oral presentation
- Information leaflet
- Essay
- Open Book Take Home 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**

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate familiarity with child health and well-being issues.

- At the conclusion of this unit the students should demonstrate understanding of the regulatory and legal issues associated with ensuring children's health and well-being in children's services.
- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.

## **Assessment tasks**

- Quiz
- Oral presentation
- Information leaflet
- Essay
- Open Book Take Home 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**

- At the conclusion of this unit the students should demonstrate an understanding of the educational and social issues related to the health and well-being of young Aboriginal and Torres Strait Islander children.
- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.

## **Assessment tasks**

- Oral presentation
- Information leaflet
- Essay

## **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 outcome**

- At the conclusion of this unit the students should demonstrate effective writing and oral communication skills.

### **Assessment tasks**

- Quiz
- Oral presentation
- Information leaflet
- Essay

## **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 outcome**

- At the conclusion of this unit the students should demonstrate they can consider ways of working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.

### **Assessment task**

- Information leaflet

## **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**

- At the conclusion of this unit the students should demonstrate they can consider ways of

working with families of Aboriginal and Torres Strait Islander children to promote the health and safety of young children in early childhood settings and home environments.

## **Assessment tasks**

- Information leaflet
- Essay