

To see people in terms of pathology or to see them in terms of competence is a matter of choice rather than of truth.
(Durrant and Kowalski)

Centre for Adolescent Health

<http://www.rch.org.au/cah/education/>

10 years down the track... making the difference to adolescent health

"Given that our young people spend the greater part of their day at school, or in environments accompanied by other youth working professionals, this course should be promoted and encouraged as a must do." (Past student)

2005 marked the 10-year anniversary of the Graduate Diploma in Adolescent Health & Welfare delivered by the Centre for Adolescent Health, University of Melbourne. This groundbreaking course, the only graduate diploma of its kind in the southern hemisphere, addresses the need to think differently about how we best respond to youth health concerns in our community. Current evidence highlights a number of health problems that affect youth disproportionately, such as mental illness and suicide, substance abuse, eating disorders and risk taking behaviours.

"I think that most of us in our

community are aware that we really do have a crisis in youth health, whatever area we're in, whether it's drug and alcohol, whether it's sexual health, whether it's mental health, we must be very concerned about what we see." (Professor Susan Sawyer, Director Centre Adolescent Health, Melbourne.)

The Graduate Diploma enables practitioners to work effectively across sectors and disciplines. The course adopts a preventative focus, grounded in the knowledge and practice of working with young people, families and the community.

"As Chairman of the Rotary program, I regularly speak with students and graduates who have been supported by their local Rotary Clubs. They all tell me that the skills gained in the Graduate Diploma in Adolescent Health and Welfare make a real and very practical difference in their professional dealings with young people. They're all incredibly positive about the postgraduate programs they've completed." (Phil Wheatley, Rotary District 9800)

Zero to Three

<http://www.zerotothree.org/>

This US based website focuses, as its name suggests, on issues and resources for the first three years of a child's life. Worth browsing and adding to your bookmarks!

ZERO TO THREE's mission is to support the healthy development and well-being of infants, toddlers and their

families. We are a national, nonprofit, multidisciplinary organization that advances our mission by informing, educating and supporting adults who influence the lives of infants and toddlers.

A huge range of resources can be found under Parenting A-Z at http://www.zerotothree.org/ztt_parentAZ.html



The Centre for Adolescent Health, affiliated with the University of Melbourne and Department of Paediatrics at the Royal Children's Hospital, provides students with a repertoire of skills for implementing effective programs and practices in the settings where young people live, work and play and in health care settings where young people are likely to be seen.

"Participating in the course gives me a personal and theoretical perspective to youth issues that assists me in designing, implementing and co-ordinating youth programs to prevent crime." (Current student, Police Officer)

For further information concerning post graduate course for all professionals who work with young people go to:

<http://www.rch.org.au/cah/education/>

For further inquiries call: Merran Guest 03 9345 6671 or email rachel.chamberlain@rch.org.au or merran.guest@rch.org.au

The aim of education is to guide young persons in the process through which they shape themselves as human persons—armed with knowledge, strength of judgment, and moral virtues—while at the same time conveying to them the spiritual heritage of the nation and the civilization in which they are involved. (Jacques Maritain)



Or check out their Tip of the Week and the related archives.

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Refugee Wellbeing

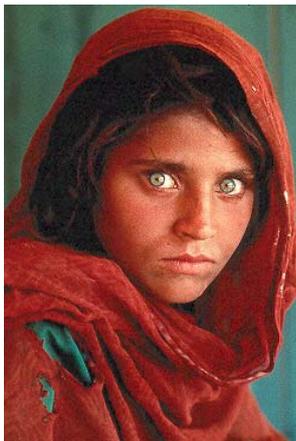
<http://www.refugeewellbeing.samhsa.gov/>

While this website deals with refugee health and wellbeing in the United States, there are freely available resources on the Products page that are also useful for the Australian context.

For example, watch the online video *Points of Wellness, Partnering for Refugee Health and Wellbeing* or download the helpful components of the *Refugee Health Promotion & Disease Prevention Toolkit*. The latter may be viewed or downloaded in either html or pdf format.

Source: Enews, June, 2006 (vol. 10 #9)
UCLA School Mental Health Project/
Center for Mental Health in Schools

Email: smhp@ucla.edu



Face the Facts

<http://tinyurl.com/j9u93>

Information about immigrants, refugees and Indigenous peoples

'Face the Facts' was first published in 1997 at a time of heated debate over race issues in Australia, and to date is the Human Rights and Equal Opportunity Commission's most requested publication.

To accompany the most recent edition, the HREOC has prepared a special 'Face the Facts' education resource as part of its 'Information for teachers' series.

World Refugee Survey

<http://www.refugees.org>

On June 14, USCRI released *World Refugee Survey 2006: Risks and Rights*:

- The number of refugees around the world has increased to 12 million largely due to instability in Iraq
- Physical protection for refugees is on the decline as host country grades for refugee treatment drop.
- Highlights progress in the anti-warehousing campaign with policy improvements in Lebanon, Malaysia, and Thailand
- Includes a feature article by USCRI President & CEO Lavinia Limón on the victims of hurricane Katrina, "We Ain't Refugees."

The activities link with a range of key learning areas for students in Years 7 to 10 across Australia.

It provides teaching notes, student activities and worksheets, as well as a range of recommended online resources and further reading.

Source: Youth Field Xpress, Australian Clearinghouse for Youth Studies
Editor: Anne Hugo
Email: Anne.Hugo@utas.edu.au

Gamblers' Help Southern

<http://ghsouthern.org.au/mos/>

Gambler's Help Southern provides free, confidential, professional support for gamblers, their families and others affected by gambling.

Services available include:

- Counselling for gambling related issues
- Financial Counselling
- Multicultural Services
- Community Education
- Professional Development

We can also provide a wide range of resources and information such as:

- Self-help guides
- Information Sessions
- Training Sessions
- Brochures and Cards
- Posters
- Advice on gambling and gaming issues

All our staff are qualified professionals in their area of expertise and have experience dealing with gambling issues.

If you have concerns about your gambling, or the gambling of a family member or friend, call Gambler's Help Southern Intake during business hours on 9575 5353 or the Gambler's Help Telephone



Counselling Service which is available 24 hours a day, 7 days a week on 1800 156 789.

To view back issues of Gambling Matters, their official newsletter, visit:

<http://www.ghsouthern.org.au/mos/content/section/2/65/>

UCLA Center for Mental Health in Schools

<http://smhp.psych.ucla.edu/>

This website is a treasure trove of resources, including fact & info sheets, guidance notes, and tools for practice.

Go to – <http://smhp.psych.ucla.edu/specres.htm#FACTINFO> – to see the growing list of these brief resources — some of which the Center has developed; others have direct links to the source material. All are designed to provide brief documents to share information to school staff and families on concerns related to mental health in schools. The tools can be adapted as staff devise action plans.

For example, see:

Bullying: A Major Barrier to Student Learning : <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/bullying.pdf>

Countering the Over-pathologizing of Students' Feeling & Behavior: A Growing Concern Related to MH in Schools: <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/pathology.pdf>

Costs of Not Addressing Barriers to Learning: <http://smhp.psych.ucla.edu/pdfdocs/costs.pdf>

All documents can be downloaded in pdf format.

For access to the latest resources the Centre has developed for the field, go to: <http://smhp.psych.ucla.edu/whatsnew/JustPutOnline.htm> or

<http://smhp.psych.ucla.edu/whatsnew/otherresources.htm>

Or simply go to the complete list of resources by going to the homepage at <http://smhp.psych.ucla.edu> and clicking on Center Materials.



Resiliency - What We Have Learned (by Bonnie Benard)

<http://www.wested.org/cs/we/view/rs/712>

A few years ago, resiliency theory was relatively new to the fields of prevention and education. Today, it is at the heart of hundreds of school and community programs that recognize in all young people the capacity to lead healthy, successful lives.

The key, as Benard reports in this synthesis of a decade and more of resiliency research, is the role that families, schools, and communities play in supporting, and not undermining, this biological drive for normal human development.

Of special interest is the evidence that resiliency prevails in most cases by far — even in extreme situations, such as those caused by poverty, troubled families, and violent neighborhoods. An understanding of this developmental wisdom and the supporting research, Benard argues, must be integrated into adults' vision for the youth they work with and communicated to young people themselves.

Benard's analysis of how best to incorporate research findings to support young people is both realistic and inspirational.

It is an easy-to-read discussion of what the research has found along with descriptions of what application of the research looks like in our most successful efforts to support young people.

Price \$19.50 USD

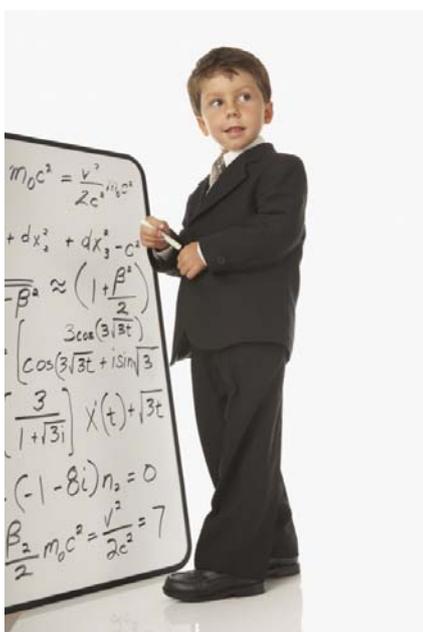
(Softcover, 148 pages)

Contact customerservice@WestEd.org for shipping costs and delivery times outside the US

For a full list of WestEd publications, visit: <http://www.wested.org/cs/we/query/q/1268?maintopic=28>

As we read the school reports on our children, we realize a sense of relief that can rise to delight that – thanks Heaven – nobody is reporting in this fashion on us.

(J. B. Priestley)



Training for Change

<http://trainingforchange.org/>

Training for Change works on “helping groups stand up for justice, peace and the environment through strategic non-violence.”

Starlink readers may be interested to read about their “direct education approach” at <http://trainingforchange.org/content/view/209/89/>

or browse the Tools section of the website at <http://trainingforchange.org/content/section/4/39/>

Since 1992 Training for Change has been committed to increasing capacity around the world for activist training. When we say activist training, we mean training that helps groups stand up more effectively for justice, peace and the environment. We deliver skills directly that people working for social change can use in their daily work.

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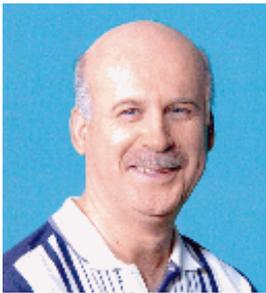
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<http://www.bjseminars.com.au>



P.A.C.E. Yourself



There is one-thing teachers do not need.
And that is extra stress.

Who does?

Recently here in Melbourne, Australia, teachers were placed under extra stress due to the disruption the Commonwealth Games caused to our school terms.

Term one was reduced to six weeks from the usual 10 weeks and term two was increased to twelve weeks. Add public holidays to that mix and the result was chaotic. It threw out the normal routine and many teachers and students found it hard to settle in. Especially with the six-week first term.

In our work with teachers we found most were rushed of their feet and were feeling stressed trying to cope with the change. Even now, almost at the end of term two, we get the same response.

If you are a teacher or anyone that is trying to cope with extra stress then you need to P.A.C.E yourself so you can last the distance, in other words:

Pull your head in and pause. In a nice sort of way. This will help you avoid the feeling of being overwhelmed by stress.

Accept the reality of the situation. Rather than focus on the problems disruptions caused, focus on what you can realistically do now.

Calm yourself. Use relaxation, meditation techniques or a time out to ground yourself.

Energise yourself.

If you P.A.C.E yourself then you will feel much better and accomplish more.

Chris Bennett

Phone: (03) 9751 1360

Email: chris@bjseminars.com.au

Proven Benefits of Early Childhood Interventions

http://www.rand.org/pubs/research_briefs/RB9145/index1.html

An interesting report, which can be read online or downloaded in PDF format.

Key findings:

- *Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains.*

- *Interventions with better-trained caregivers and smaller child-to-staff ratios appear to offer more favorable results.*
- *Well-designed early childhood interventions have been found to generate a return to society ranging from \$1.80 to \$17.07 for each dollar*

If a child can't learn the way we teach, maybe we should teach the way they learn. (Ignacio Estrada)

