

Course Outline

Code: HLT150

Title: Indigenous Wellbeing Foundations

School of:	Health & Sport Science
Teaching Session:	Semester 2
Year:	2019
Course Coordinator:	Dr Bridie Kean Email: bkean@usc.edu.au
Course Moderator:	Ms Kara Lilly Email: klilly@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

This foundation course will develop your knowledge for Indigenous wellbeing, and skills for culturally safe professional practice. Working with Indigenous peoples requires you to have self-reflective skills for cultural humility, and knowledge of decolonisation methodologies in order to engage with Indigenous ways of knowing, doing and being. You will apply your developing knowledge of decolonisation methodologies and self-reflective skills to analyse historical, political, social, and cultural factors contributing to contemporary Indigenous wellbeing.

1.2 Course topics

Cultural capabilities

Respect for First Nations Australians' history, knowledges & perspectives
Reflection for health practitioners
Indigenous Determinants of Health Framework
Advocating for Indigenous Australian people's health & wellbeing

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Define and practice the concepts of cultural humility and self-reflexivity in relation to Indigenous Australian People's health & wellbeing.	Task 1a Reflection Exercise Task 1b Learning Reflection Journal	Ethical.
Identify and explain key determinants that impact or contribute to Aboriginal and/or Torres Strait Islander People's health & wellbeing.	Task 1b Learning Reflection Journal Task 2 Essay	Knowledgeable.
Demonstrate skills in advocating for Indigenous health & wellbeing equity.	Task 3 Advocacy Exercise	Empowered.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

You will receive early verbal feedback through your written Task 1a 'Reflection Exercise' from your tutor in the week 3 workshop.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	Duration / length	When should I submit?	Where should I submit it?
1a	Reflection exercise	Individual	Formative	30 minutes	Week 3	In class
1b	Reflective Journal	Individual	30	3x 250 word per reflection	5 pm Thursday week 3, 5 & 9	Blackboard SafeAssign
2	Essay	Individual	40	1000 words	Thursday week 8	Blackboard SafeAssign
3	Advocacy Exercise	Group	30	Presentation 10 minutes	Weeks 12 & 13	In class
			100%			

Assessment Task 1a: Reflection Exercise

Goal:	The goal of this task is to practice personal reflection and self-analysis relating to historical context and cultural knowledge, framed by Indigenous knowledge's and perspectives. Formative feedback will be offered to support your plan your responses for the Task 1b Reflection Journal.
Product:	In-class Reflection Activity
Format:	<ul style="list-style-type: none"> Individual Length 30 minutes In-class Reflection Activity (details given on Course Blackboard site) Your task is to respond to a set of questions posted weekly on Course Blackboard site. Consider the cultural and ethical protocols for using Indigenous Australian people's intellectual knowledge's and perspectives. <p>* Further details for this task will be made available during the week 3 in-class workshop</p>
Criteria:	<ul style="list-style-type: none"> Evidence of reflection and understanding of Indigenous Australian people's knowledges & perspectives of history and culture and links to health & wellbeing. Appropriateness of Australian Indigenous acknowledgments.

Assessment Task 1b: Reflection Journal

Goal:	The goal of this task is to demonstrate your ability to engage in the process of cultural humility (lifelong learning), by practicing self-reflexivity to be an effective and culturally safe health practitioner for Indigenous Australians' health & wellbeing.
Product:	Learning Reflection Journal
Format:	<p>During this course, you will be asked to record your reflections on the weekly readings & workshops in a Learning Reflection Journal. The Learning Reflection Journal is a narrative of your progress in understanding key concepts of the five cultural capabilities and a self-reflection of your own development towards lifelong learning relating to Indigenous health and wellbeing. To be written in first person.</p> <ul style="list-style-type: none"> Individual Reflection entries (Weeks 3, 5, 9) Response limit is 250 words. <p>* Further details for this task will be made available via the Blackboard course site</p>
Criteria:	<ul style="list-style-type: none"> Demonstration of understanding key concepts Evidence and practice of cultural humility and self-reflexivity relating to key concepts, theories and/or strategies presented in the weekly workshop/readings. Structure (i.e. writing, grammar, logic, syntax). Referencing in Vancouver style

Assessment Task 2: Essay

Goal:	The goal of this task is for you to identify key concepts covered in weeks two to seven and explain how this impacts on or contributes to Aboriginal and Torres Strait Islander People's health and wellbeing, using Indigenous Australian perspectives as your frame of reference.
Product:	Essay
Format:	<p>For this assessment task, you are required to submit an essay related to one of the following topics:</p> <ol style="list-style-type: none"> 1. Adam Goodes and the racism debate; 2. Dr Rhys Jones – Redfern Oration 3. The Uluru Statement 'From the Heart' 4. Kevin Rudd – Apology to 'the Stolen Generation' <p>*Links to topics will be made available via the Blackboard course site</p> <ul style="list-style-type: none"> • Individual • 1000 words • Identification of a cultural capability key concept (weeks 2 to 7) relating to chosen topic • Discussion of key concepts and its impact on Aboriginal and Torres Strait Islander People's health and wellbeing, using an Indigenous Determinants of Health Framework • Referencing in Vancouver style is required <p>* Further details for this task will be made available via the Blackboard course site</p>
Criteria:	<ul style="list-style-type: none"> • Identification of cultural capability key concept relating to topic • Explanation of how your chosen cultural capability concept impacts on Aboriginal and Torres Strait Islander People's health & wellbeing • Application of Indigenous Determinants of Health Framework • Adherence to essay genre, academic writing and Vancouver referencing requirements

Assessment Task 3: Advocacy Exercise

Goal:	This goal of this task is to develop your advocacy skills to address an equity issue impacting Indigenous health and wellbeing in Australia.
Product:	Oral Advocacy Presentation
Format:	In small groups, you are to apply the principles of an equity framework to a current priority. You will prepare a 10 minute presentation to advocate for equity.
Criteria:	<ul style="list-style-type: none"> • Evidence of collaboration • Effectiveness of oral speech to communicate an Australian Indigenous health & wellbeing equity priority. • Ability to apply your knowledge and understanding of advocacy principles to promote an Australian Indigenous health & wellbeing equity priority • Appropriateness of written media release to promote Indigenous Australian health & wellbeing equity priority. • Appropriate acknowledgments and referencing.

7. What are the course activities?**7.1 Directed study hours**

The directed study hours listed here are a portion of the workload for this course. A 12 unit course it will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
USC Sunshine Coast	Online: 1 hour online pre-class activity Workshop: 2 hour x 12 weeks

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
1	Introduction to course and cultural capabilities
2	Historical context: pre-colonial and post-colonial Australia
3	Diversity of First Nations Australians Cultural self and healthcare, critical self-reflection & cultural humility Task 1a formative assessment, Task 1b Reflection Journal
4	Racism & implicit bias in healthcare White Privilege
5	Population health (Indigenous Australian demographics & health statistics) Social & cultural determinants of health Task 1b Reflection Journal
6	Deficit discourse and Strengths-based approaches Two-ways knowing
7	Culturally safe communication Decolonising methodologies
8	Protocols for engagement with Indigenous Australians Task 2 Essay
9	Partnerships Indigenous health professionals Task 1b Reflection Journal
10	Human rights & equity Indigenous Australian Leadership
11	Reconciliation & National Healing
12	Task 3 Advocacy presentations
13	Task 3 Advocacy presentations

Please note that the course content may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

NA

8.2 Specific requirements

Nil

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment

- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au