



COURSE OUTLINE

HLT242 Indigenous Wellbeing Practice

Course Coordinator: Kathryn Wenham (kwenham@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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 course will develop your knowledge of Indigenous-community controlled models of healthcare, and skills for effective delivery of comprehensive primary healthcare with Indigenous Australians in urban, rural and remote settings. The delivery of culturally safe healthcare requires you to have knowledge and skills for effectively engaging and communicating with Indigenous health workers, families and communities and working within interdisciplinary healthcare teams. You will apply a community controlled model of health to develop a response to an Indigenous health and wellbeing issue.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – On campus	2hrs	Not applicable	10 times
Independent Study/Research – Self-directed learning	2hrs	Not applicable	13 times

1.3. Course Topics

Comprehensive primary health care for Indigenous wellbeing

Community-controlled models of health

Health & development over the life course

Indigenous maternal health & parenting

Indigenous childhood health and development (birth to early teens)

Indigenous adolescent and youth health (early teens to mid 20s)

Healthy Indigenous adults & ageing (mid 20s +)

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Examine the life course perspective on health from an Indigenous perspective and its origins to introduce concepts of human development.	Knowledgeable
2	Critique the life course perspective and the associated developmental factors that contribute to and impact Indigenous health & wellbeing into adulthood and later life.	Knowledgeable Creative and critical thinker
3	Apply a comprehensive primary health care approach to promote key stages of Indigenous whole-of life health & wellbeing.	Creative and critical thinker

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. Pre-requisites

HLT150 or SCS130 or OCC102

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

In week 4 you will receive formative feedback in the workshop.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Journal	Individual	50%	1600 words	Week 7	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	1200 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Critical reflections

GOAL:	The goal of this assessment is for you reflect on the perspectives of Aboriginal or Torres Strait Islander peoples to demonstrate your ability to examine and critically analyse the life-course perspective as it pertains to Australia's First Nations Peoples.	
PRODUCT:	Journal	
FORMAT:	Individual journal of four critical reflections. Vancouver referencing style *Further information relating to the critical reflections will be made available on Blackboard.	
CRITERIA:	No.	Learning Outcome assessed
	1	Examine the life course perspective: details, accurate and relevant to health and wellbeing whole of life priority issues facing Indigenous Australians. 1
	2	Evidence: use of scholarly literature to support life course theory and evidence to support key points relating to Indigenous Australian health and wellbeing whole of life priority issue; critically evaluated 1 2
	3	Interpretation: evidence of independent thought and critical analysis 2

All - Assessment Task 2: Case Study Report

GOAL:	The goal of this task is for you to apply solution-oriented skills using a comprehensive primary health care approach to address a life course approach to an Aboriginal and Torres Strait Islander age-related health and wellbeing case study.	
PRODUCT:	Written Piece	
FORMAT:	Written case study. Vancouver referencing style	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of solution-based learning skills for a comprehensive primary healthcare approach to Aboriginal and Torres Strait Islander age-related life course health priority 2 3
	2	Examine how comprehensive primary healthcare approach and community controlled health care can be integrated with this case study. 1 3

7. Directed study hours

A 12-unit course 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.

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

Please note: 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) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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

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 may 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 to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. 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>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - 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