

Course Outline

Code: HLT600

Title: Indigenous Wellbeing Foundations

School: Health & Sport Science
Teaching Session: Semester 1
Year: 2019
Course Coordinator: TBA (up to date details will be provided in Blackboard) email: TBA
Course Moderator: Dr. Jane Taylor email: jane.taylor@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 advanced knowledge for Indigenous wellbeing, and skills for culturally safe health promotion professional practice. Working with Indigenous peoples requires you to have critical self-reflective skills for cultural humility, and knowledge of decolonisation methodologies to engage with Indigenous ways of knowing, doing and being. You will apply your developing knowledge of decolonisation methodologies and self-reflective skills to critique historical, political, social, and cultural factors contributing to contemporary Indigenous wellbeing.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Not applicable

2. What level is this course?

600 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Demonstrate cultural humility through critical self-reflexivity skills for culturally safe practice.	Task 1: Cultural safety critical reflection portfolio	Ethical. Engaged.
Synthesise Indigenous knowledges and apply decolonising methodologies in an Indigenous wellbeing context.	Task 1: Cultural safety critical reflection portfolio Task 2: Yarning circle	Ethical Creative and critical thinkers

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Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Demonstrate advanced knowledge and advocacy skills for evidence-based practice, informed by Indigenous perspectives for health and wellbeing initiatives.	Task 1: Cultural safety critical reflection portfolio Task 3: Social justice advocacy project	Knowledgeable

5. Am I eligible to enrol in this course?

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

5.1 Enrolment restrictions

Enrolled in any postgraduate program

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)

Nil

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

In week 3 feedback will be provided on your task 1 critical reflection. Please bring a draft copy of this work to the workshop, so that teaching staff can review and provide feedback.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Cultural safety-critical reflection portfolio	Individual	30%	1500 words	Weeks 4, 7 and 13	Blackboard (SafeAssign)
2	Yarning circle	Individual	35%	1 hour 500-word self-reflection	Week 8 and 9	On-campus students: in workshop Online students via ZOOM Blackboard (SafeAssign)
3	Social justice advocacy project	Group	35%	3- minute (social justice media campaign) 2000 words (social justice media campaign brief)	Week 12	Blackboard (SafeAssign)
			100%			

Assessment 1: Cultural safety critical reflection portfolio

Goal:	To apply critical reflection skills and synthesise your understanding of key concepts studied and experiences of learning to develop cultural humility as a foundation for culturally safe practice as a health professional.
Product:	Cultural safety critical reflection portfolio
Format:	Critical self-reflection is an important lifelong professional skill that in this task will assist you to learn about, and practice cultural humility as a basis for culturally safe practice. In this individual assessment task, you will write 3 x 500-word critical reflection entries (weeks 4, 7 & 13), using a structured reflection framework. Your critical reflections are a written narrative of your understanding of key concepts learnt in the course and reflection of how these new understandings will influence your culturally safe practice as health professionals working with First Nations People. Additional details about the format for the structured critical self-reflection will be made available on BB.
Criteria:	Your will be assessed on your ability to: <ul style="list-style-type: none"> • Critical self-reflective practice using a structured framework • Demonstrate understanding and connection to future professional culturally safe practice, and • Communicate using correct spelling, grammar and referencing.

Assessment Task 2: Yarning circle

Goal:	To apply skills for culturally appropriate communication to engage in conversations regarding decolonizing First Nations Peoples health and wellbeing.
Product:	Yarning circle
Format:	<p>As part of decolonising First Nations People health and wellbeing, you will individually participate in a one (1) hour group yarning circle (an Indigenous way of communicating, in that is culturally prescribed, cooperative and respectful), to deconstruct a First Nations Peoples health and wellbeing inequity issue, using a structured Indigenous determinants framework. The health and wellbeing issue offered for deconstruction will be provided to you one week prior to the yarning circle taking place. You are required to submit a 500-word critical reflection, using a structure reflection framework, of your participation in the yarning circle.</p> <p>Additional details about the format for the yarning circle will be made available on BB.</p>
Criteria:	<p>Your will be assessed on your ability to:</p> <ul style="list-style-type: none"> • Deconstruct a First Nation Peoples health and wellbeing inequity issue from an Indigenous determinants perspective • Apply ‘two-ways’ practice model for discussing the integrating of Indigenous perspectives and Western evidenced based practice • Engage in culturally safe oral communication • Use relevant supporting scholarly literature • Apply critical self-reflective practice, using a structured framework, and • Communicate using correct spelling, grammar and referencing.

Assessment Task 3: Social justice advocacy project

Goal:	To apply skills for social justice advocacy to influence health professionals to adopt a two-way practice model to address First Nations Peoples health and wellbeing.
Product:	Social justice advocacy project
Format:	<p>In groups of four, you will collaboratively design and develop a social justice advocacy media campaign to address a First Nations Peoples health and wellbeing topic, using an advocacy framework. In your allocated groups you will be required to develop a media campaign plan based on a project brief provided by your Course Coordinator/tutor in week 6. The campaign will aim to create awareness and influence behaviours, attitudes and opinion of health professionals to utilise a ‘two-way’ practice model that integrates Indigenous perspectives and Western based evidenced based practice to address First people health and wellbeing. The social justice advocacy campaign has two parts i) a written media campaign plan report; and ii) Audio visual material for digit media campaign.</p> <ol style="list-style-type: none"> I. Individual: Submit a 2000 word written campaign plan for your social justice advocacy campaign (report format available on BB) to the Course Coordinator in Week 12. Each student in the team will be responsible for different sections of the report (500 words each) which will be marked individually. However, all sections must be collated and submitted as one report. II. Group: Students will collaboratively design and develop written and audiovisual material such as content for a Facebook advertisement, for your social justice advocacy media campaign. You will upload your digital media campaign along with your campaign plan report in week 12. <p>Additional details about the format for the social justice advocacy campaign will be made available on BB</p>

Criteria:	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • Apply principles of social justice advocacy to support application of two-way model and Western evidenced based practice to address First Nations Peoples health and wellbeing • Research and provide supporting evidence for application of two-way model and Western evidenced based practice • Design appropriate and original verbal and visual content to influence a target audience. • Apply advanced written communication skills to communicate a clear campaign plan within the required advocacy framework, and • Collaborate and contribute to the project.
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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 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 SouthBank	Approximately 12 hours independent study per week including: 1 hour online independent on-line learning x 13 weeks; Workshop – 2 hours per week x 10 weeks
Online	Approximately 12 hours independent study per week. Online learning activities.

7.2 Course content

Module #	What key concepts/content will I learn?
1	<p>RESPECT Key Concepts</p> <ul style="list-style-type: none"> • Historical Context • Diversity & Cultural Knowledge • Humility and lifelong learning
2	<p>REFLECTION Key Concepts</p> <ul style="list-style-type: none"> • Cultural self and health care • Racism <p>White privilege</p>
3	<p>COMMUNICATION Key Concepts</p> <ul style="list-style-type: none"> • Culturally safe communication • Partnerships
4	<p>SAFETY AND QUALITY Key Concepts</p> <ul style="list-style-type: none"> • Two Way model – a strengths based approach • Evidence based practice
5	<p>ADVOCACY Key Concepts</p> <ul style="list-style-type: none"> • Equity and Human Rights • Leadership

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) or course reader

Nil

8.2 Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed below.

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:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) 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 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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au