

## Course Outline

**Code: HLT150**

### **Title: Indigenous Wellbeing Foundations**

<b>School of:</b>	Health & Sport Sciences
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2020
<b>Course Coordinator:</b>	Dr Kathryn Wenham    Email: <a href="mailto:kwenham@usc.edu.au">kwenham@usc.edu.au</a>
<b>Course Moderator:</b>	Ms Kara Lilly    Email: <a href="mailto:klilly@usc.edu.au">klilly@usc.edu.au</a>

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 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

Quality and safety for Indigenous Australian health and wellbeing - Indigenous Determinants of Health Framework

Culturally safe communication and protocols

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?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> 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 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 Australian 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 'Reflection Exercise' in week 3.

**6.3 Assessment tasks**

Task No.	Assessment Tasks	Individual or Group	Weighting %	Duration / length	When should I submit?	Where should I submit it?
1a & b	Reflective Journal	Individual	30	2x 300 word per reflection	Weeks 3 & 6	Blackboard SafeAssign
2	Essay	Individual	40	1000 words	Week 8	Blackboard SafeAssign
3	Advocacy Exercise	Group	30	Presentation 10 minutes	Week 13	Blackboard Safe Assign
			100%			

**Assessment Task 1 a &b: Reflection Journal**

<b>Goal:</b>	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.
<b>Product:</b>	Written Learning Reflection Journal
<b>Format:</b>	<p>During this course, you will be asked to record your reflections on the weekly readings and 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 and draw on both personal experience and academic literature.</p> <ul style="list-style-type: none"> <li>Formative feedback on reflective writing will be provided in the week 3 workshop</li> </ul> <p>* Further details for this task will be made available via the Blackboard course site</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>Demonstration of understanding of key concepts</li> <li>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</li> </ul>
<b>Skills assessed</b>	<ul style="list-style-type: none"> <li>Information literacy</li> <li>Communication</li> </ul>

**Assessment Task 2: Essay**

<b>Goal:</b>	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 the Indigenous Australian perspectives as your frame of reference.
<b>Product:</b>	Essay
<b>Format:</b>	<p>For this assessment task, you are required to submit an essay related to one of the provided topics:</p> <p>*Links to topics will be made available via the Blackboard course site</p> <p>Your essay should include the following:</p> <ul style="list-style-type: none"> <li>Identification of cultural capability key concept/s (weeks 2 to 7) relating to the topic</li> <li>Discussion of the key concept/s and its/their impact on Aboriginal and Torres Strait Islander People's health and wellbeing.</li> <li>Application of an Indigenous Determinants of Health Framework</li> </ul> <p>* Further details for this task will be made available via the Blackboard course site</p>

<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Identification of cultural capability key concept/s relating to the topic provided</li> <li>• Explanation of how your identified cultural capability concept/s impacts on Aboriginal and Torres Strait Islander People's health and wellbeing</li> <li>• Application of Indigenous Determinants of Health Framework</li> <li>• Adherence to essay genre, academic writing and Vancouver referencing requirements</li> </ul>
<b>Skills assessed</b>	<ul style="list-style-type: none"> <li>• Information literacy</li> <li>• Communication</li> </ul>

### Assessment Task 3: Advocacy Exercise

<b>Goal:</b>	The goal of this task is to develop your advocacy skills to address an equity issue impacting Indigenous health and wellbeing in Australia.
<b>Product:</b>	Oral Advocacy Presentation
<b>Format:</b>	In small groups, you are to apply the principles of equity to the issue (will be provided) and prepare an oral presentation to present at an event. You will prepare a 10 minute presentation to advocate for equity. * Further details for this task will be made available via the Blackboard course site
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Evidence of effective collaboration</li> <li>• Application of knowledge and understanding of advocacy principles to promote an Australian Indigenous health &amp; wellbeing equity priority</li> <li>• Effectiveness of oral speech to communicate an Australian Indigenous health &amp; wellbeing equity priority.</li> <li>• Appropriate acknowledgments and referencing.</li> </ul>
<b>Skills assessed</b>	<ul style="list-style-type: none"> <li>• Applying technologies</li> <li>• Information literacy</li> <li>• Collaboration</li> </ul>

## 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.

This course will be delivered via technology-enabled learning and teaching. All lectures/workshops will remain in this mode for Semester 2 2020. When government guidelines allow, and if practical, students that elected on-campus study via the class selection process will be advised via Blackboard if/when on-campus sessions can resume.

<b>Location:</b>	<b>Directed study hours for location:</b>
USC Sunshine Coast	Workshop: 2 hours See Blackboard for details

### 7.2 Course content

<b>Week # / Module #</b>	<b>What key concepts/content will I learn?</b>
1	Introduction to course and cultural capabilities. Cultural self and healthcare, critical self-reflection & cultural humility.
2	Historical context: pre-colonial and post-colonial Australia
3	Historical context continued. Diversity of First Nations Australians

4	Racism & implicit bias in healthcare White Privilege
5	Population health (Indigenous Australian demographics & health statistics) Social & cultural determinants of health
6	Decolonising methodologies
7	Deficit discourse and Strengths-based approaches Two-ways knowing
8	See Blackboard
9	Culturally safe communication Protocols for engagement with Indigenous Australians
10	Partnerships Indigenous health professionals
11	Human rights & equity Indigenous Australian Leadership
12	Reconciliation & National Healing
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:

- 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](mailto:studentcentral@usc.edu.au)

### 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

## 10.6 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>

## 10.7 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](mailto:studentcentral@usc.edu.au)