

# HLT341 Indigenous Wellbeing Research

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

2021 | Semester 1

Online

ONLINE 1

You can do this course without coming onto campus.

*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 philosophical and ethical knowledge and skills for conducting research with Indigenous communities. Engaging in research with Indigenous communities requires you to demonstrate a critical understanding of Indigenous methodologies in the research design. You will examine data collection methods and analysis, consistent with Indigenous research methodologies. You will apply your theoretical knowledge of ethical principles and Indigenous research methodologies, with your practical skills to design a collaborative study that aims to benefit Indigenous wellbeing.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ONLINE 1</b>			
<b>Tutorial/Workshop</b> – Structured technology-enabled learning activity via Zoom	2hrs	Not applicable	10 times
<b>Independent Study/Research</b> – Self-directed learning	2hrs	Not applicable	13 times

### 1.3. Course Topics

Historical context of research in Indigenous communities, decolonising methodologies, Indigenous methodologies, ethical principles, collaboration and partnerships.

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

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	Apply an Indigenous perspective to critique literature that shapes Indigenous health and wellbeing.	Empowered
2	Apply cultural protocols and communication skills for collaborating with Indigenous communities for research.	Engaged
3	Critically reflect and apply ethical research practice with Indigenous communities.	Ethical
4	Apply a culturally appropriate Indigenous research approach to design and communicate a community based research project.	Engaged

#### 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

##### 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

Feedback on progress towards assessment task one will be available to students prior to week 4.

##### 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	Literature Review (or component)	Individual	30%	1500 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	40%	2000 words	Week 11	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Written Piece	Individual	30%	500 - 750 words	Week 13	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Literature Review

<b>GOAL:</b>	To demonstrate your ability to apply Indigenous theory to critique literature relating to an Indigenous health and wellbeing topic identified by an Aboriginal and Torres Strait Islander community/ies.															
<b>PRODUCT:</b>	Literature Review (or component)															
<b>FORMAT:</b>	Individually, you are to develop a literature review based on a question you create from one of the Indigenous health and wellbeing topics provided by an Aboriginal and Torres Strait Islander community/ies. The literature review is for an academic audience. It should be 1500 words (+/- 10%) in length. The literature review should include an introduction to frame the topic and question, explain the topic and why it is important to Indigenous health and wellbeing, and why it is important to investigate this topic from Aboriginal and Torres Strait Islander knowledges and perspectives. It should then critique the literature to respond to the question and identify gaps in the literature. The review will be structured according to the template that will be provided via Blackboard. Your conclusion should draw together the outcome of the review. This task will form the basis for Tasks 2 and 3.															
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Explanation of the topic and its relevance to Indigenous health and wellbeing</td><td>1</td></tr><tr><td>2</td><td>Application of Indigenous perspective to critique the literature</td><td>1</td></tr><tr><td>3</td><td>Quality of critique of the literature</td><td>1</td></tr><tr><td>4</td><td>Quality of logic, syntax, organisation and use of Vancouver referencing of literature review</td><td></td></tr></tbody></table>	No.		Learning Outcome assessed	1	Explanation of the topic and its relevance to Indigenous health and wellbeing	1	2	Application of Indigenous perspective to critique the literature	1	3	Quality of critique of the literature	1	4	Quality of logic, syntax, organisation and use of Vancouver referencing of literature review	
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### All - Assessment Task 2: Research protocol

<b>GOAL:</b>	To demonstrate an understanding of cultural protocols and elements of effective written communication of your task 1 literature review for an Aboriginal and Torres Strait Islander community															
<b>PRODUCT:</b>	Written Piece															
<b>FORMAT:</b>	Individually, you will develop a research protocol to address the research question generated from your literature review (Task 1), for your Aboriginal and Torres Strait Islander community research partners. You will structure the protocol according to the template provided via Blackboard .															
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### All - Assessment Task 3: Self reflection re research process

<b>GOAL:</b>	To demonstrate your ability to reflect on your understanding and application of cultural protocols and ethical Indigenous research practice, appropriate methodology/ies and how your own background and biases shape this.
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece
<b>FORMAT:</b>	Individually you will produce a visual and written reflection on the process of developing your research protocol (Task 2) for an Indigenous community/ies. You will be required to reflect on your own background and biases and how those could potentially shape your approach and how you have engaged with the literature and learning materials to ensure your research protocol and methodologies were culturally appropriate and ethical.

CRITERIA:	No.	Learning Outcome assessed
	1	Identification of elements of cultural self and their influence on your perspective and practice. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>
	2	Application of self-reflection to conduct the research in a more culturally safe manner, addressing ethical concerns appropriately. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>
	3	Quality of logic, syntax, organisation and use of Vancouver referencing

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