

# HLT150 Indigenous Wellbeing Foundations

School: School of Health - Public Health

2024 Semester 2

UniSC Sunshine Coast  
UniSC Caboolture  
UniSC Fraser Coast

**BLENDED  
LEARNING**

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

Please go to [usc.edu.au](http://usc.edu.au) 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 determinants contributing to contemporary Indigenous wellbeing.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 2-hours of independent structured learning materials	2hrs	Week 1	13 times
<b>Tutorial/Workshop 1</b> – 2 hour workshop	2hrs	Week 1	13 times

### 1.3. Course Topics

#### Cultural capabilities

Respect for history of Aboriginal and Torres Strait Islander Peoples, knowledges and perspectives

Reflection and cultural humility for health practitioners

Indigenous Determinants of Health Framework

Advocating for Aboriginal and Torres Strait Islander Peoples health & wellbeing

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	International Union for Health Promotion and Education
1 Define and practice the concepts of cultural humility and self-reflexivity in relation to Aboriginal and/or Torres Strait Islander Peoples health and wellbeing.	Ethical	A.1, A.4, B.4, 1.2, 4.2
2 Identify and explain key determinants that impact or contribute to Aboriginal and/or Torres Strait Islander People's health and wellbeing.	Knowledgeable	B.3, A.5, 1.2, 4.1, 4.3, 6.4
3 Demonstrate skills in advocating for Indigenous Peoples health equity.	Empowered	A.1, B.2, A.4, A.5, 1.2, 2.1, 2.3, 4.1, 4.3, 4.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION</b>	
A.1	Health as a human right, which is central to human development
B.2	The concepts of health equity, social justice and health as a human right as the basis for health promotion action
B.3	The determinants of health and their implications for health promotion action
A.4	Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalisation
B.4	The impact of social and cultural diversity on health and health inequities and the Implications for health promotion action
A.5	Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing
1.2	Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health
2.1	Use advocacy strategies and techniques which reflect health promotion principles
2.3	Raise awareness of and influence public opinion on health issues
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
4.2	Use information technology and other media to receive and disseminate health promotion information
4.3	Use culturally appropriate communication methods and techniques for specific groups and settings
4.4	Use interpersonal communication and groupwork skills to facilitate individuals, groups, communities and organisations to improve health and reduce health inequities.
6.4	Identify the determinants of health which impact on health promotion action

### 5. Am I eligible to enrol in this course?

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

#### 5.1. Pre-requisites

Not applicable

## 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

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

## 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	30%	2x 300 word per reflection	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Essay	Individual	40%	750 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Group	30%	Presentation 3 minutes and 2000 words	Refer to Format	In Class

### All - Assessment Task 1: 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 Aboriginal and/or Torres Strait Islander Peoples health and wellbeing.	
<b>PRODUCT:</b>	Journal	
<b>FORMAT:</b>	<p>Submit: Weeks 3, 6.</p> <p>During this course, you will be asked to record your reflections on set topics related to 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 Aboriginal and/or Torres Strait Islander Peoples health and wellbeing. To be written in first person.</p> <p>Response limit is 300 words.</p> <p>Further details for this task will be made available via the Canvas course site</p>	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Demonstration of understanding key concepts</p> <p>2 Evidence and practice of cultural humility and self-reflexivity relating to key concepts, theories and/or strategies presented in the weekly workshop/readings</p>	<p><b>Learning Outcome assessed</b></p> <p>1</p> <p>1</p>

### All - Assessment Task 2: Visual representation and explanation

<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.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	For this assessment task, you are required to submit a visual representation accompanied by a 750 word written explanation relating to an Aboriginal and Torres Strait Islander Peoples' health and wellbeing topic and how it relates to a structured Indigenous determinants framework.  Additional details about the available topics, and the format for the visual representation and accompanying document will be made available on Canvas.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identification of cultural capability key concept relating to topic <b>2</b>
	2	Explanation of how at least one cultural capability concept impacts on Aboriginal and Torres Strait Islander People's health and wellbeing <b>2</b>
	3	Application of Indigenous Determinants of Health Framework <b>2</b>
	4	Adherence to culturally appropriate terminology <b>2</b>

### All - Assessment Task 3: Advocacy Exercise

<b>GOAL:</b>	This goal of this task is to advocate for an Aboriginal and/or Torres Strait Islander Peoples health equity priority.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	Submission weeks 12 and 13. In small groups, you are to apply the principles of an equity framework to a current health priority. You will prepare a 3 minute presentation to advocate for equity and submit a 2000 word written campaign plan	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Evidence of collaboration <b>3</b>
	2	Effectiveness of oral speech to communicate an Aboriginal and/or Torres Strait Islander Peoples health and wellbeing equity priority <b>2</b>
	3	Ability to apply your knowledge and understanding of advocacy principles to promote an Aboriginal and Torres Strait Islander Peoples health and wellbeing equity priority <b>3</b>

## 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. Student workload is calculated at 12.5 learning hours per one unit.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
1. Introduction to course and cultural capabilities	n/a
2. Historical context: pre-colonial and post-colonial Australia	n/a
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	n/a
5. Population health (Indigenous Australian demographics & health statistics). Social & cultural determinants of health	n/a
6. Deficit discourse and Strengths-based approaches. Two-ways knowing	n/a
7. Culturally safe communication. Decolonising methodologies	n/a
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	n/a
11. Reconciliation & National Healing	n/a
12.	Task 3 Advocacy presentations
13.	Task 3 Advocacy presentations

## 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 Canvas 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

Nil

## 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 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 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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. 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).

## 10.6. 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.

## 10.7. 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.

## 10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC 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)