

# HLT242 Indigenous Wellbeing Practice

**School:** School of Health and Behavioural Sciences

2022 | Semester 2

UniSC Sunshine 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 course will develop your knowledge of the life course perspective, which is a culturally appropriate approach to Indigenous wellbeing across the lifespan. It will also explore what culturally safe practice means at both an individual practitioner and health organisation level. You will also learn how to draw from a life course perspective and incorporate cultural safety to apply a comprehensive primary health care approach to address Indigenous wellbeing, with a particular focus on Indigenous-community controlled models of healthcare.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Workshop	2hrs	Not applicable	13 times
<b>Learning materials</b> – Independent structured learning materials	2hrs	Not applicable	13 times

### 1.3. Course Topics

Comprehensive primary health care for Indigenous wellbeing  
 Health & development over the life course  
 Culturally safe practice  
 Community-controlled models of health  
 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 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 Examine the life course approach to understand health and wellbeing from Indigenous perspectives.	Knowledgeable	B.2, B.3, A.4, B.4, A.5, 1.2, 4.1, 6.4
2 Critically reflect on individual level practice and organisational policy to ensure culturally safe practice.	Knowledgeable Creative and critical thinker	B.2, A.4, B.4, A.5, 1.2, 4.1, 4.4, 6.4
3 Apply a comprehensive primary health care approach to health programs and services to address Indigenous wellbeing from a life-course perspective.	Creative and critical thinker	A.1, B.2, B.3, B.4, 1.2, 1.5, 2.5, 3.1, 3.2, 3.3, 4.1, 4.4, 6.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
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
1.5	Work in collaboration with key stakeholders to reorient health and other services to promote health and reduce health inequities.
2.5	Facilitate communities and groups to articulate their needs and advocate for the resources and capacities required for health promotion action.
3.1	Engage partners from different sectors to actively contribute to health promotion action
3.2	Facilitate effective partnership working which reflects health promotion values and principles
3.3	Build successful partnership through collaborative working, mediating between different sectoral interests
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
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

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 analyse 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 analysis of four pieces of Australian Indigenous biographical writing based on four different life stages. Vancouver referencing style *Further information relating to the critical reflections will be made available on Canvas.		
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
GENERIC SKILLS:			

## All - Assessment Task 2: Case Study Report

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

## 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.

## 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

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 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

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)