

HLT600

# Indigenous Wellbeing Foundations

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

2022 | Semester 1

Online

ONLINE

You can do this course without coming onto campus.

*Please go to [usc.edu.au](https://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 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 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 critique historical, political, social and cultural determinants contributing to contemporary Indigenous wellbeing.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
<b>Online</b> – 3 hours of structured asynchronous online learning activities and an optional 1-hour online Zoom drop in session	4hrs	Week 1	13 times

### 1.3. Course Topics

The topics for this course follow the Australian Government's Aboriginal and Torres Strait Islander Health Curriculum Framework, including topics under the modules of respect, communication, safety and quality, reflection and advocacy. Topics include the following:

Pre-colonial Australia: First Nations Australians Society, Post-Colonisation: Policies past & present

The Diversity of First Nations Australians, Indigenous ways of knowing, being and doing

Cultural Humility - the role of reflexive practice, cultural self and health

Intersectionality and White privilege

Population health, social and cultural determinants of health

Strengths-based approaches, Two-way knowing

Culturally safe communication

Protocols for engaging with Indigenous communities

Partnerships, Indigenous Health Professionals.

Leadership, Advocacy

Equity and Human Rights

Closing the Gap

## 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?

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 Demonstrate cultural humility through critical self-reflexivity in relation to Indigenous Australian Peoples' health & wellbeing.	Ethical Engaged	A, B, A.2, B.2, B.3, A.4, B.4, 1, 1.2, 4, 4.1, 4.2, 4.3
2 Synthesise Indigenous knowledges and apply decolonising methodologies in an Indigenous wellbeing context.	Creative and critical thinker Ethical	A, B, B.3, A.4, A.5, 1, 1.2, 4, 4.1, 4.3, 6.4
3 Demonstrate advanced knowledge and advocacy skills for evidence-based practice, informed by Indigenous perspectives for health and wellbeing initiatives.	Knowledgeable	A, A.1, A.2, B.2, A.3, A.4, A.6, 1, 1.2, 2, 2.1, 2.3, 4, 4.1, 8, 8.1

\* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
A	Ethical Values Underpinning Health Promotion Core Competencies
B	Knowledge Base Underpinning Health Promotion Core Competencies
A.1	Health as a human right, which is central to human development
A.2	Respect for the rights, dignity, confidentiality and worth of individuals and groups

CODE	COMPETENCY
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.3	Respect for all aspects of diversity including gender, sexual orientation, age, religion, disability, ethnicity, race, and cultural beliefs
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
A.6	Ensuring that health promotion action is beneficial and causes no harm
1	Enable Change
1.2	Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health
2	Advocate for 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	Communication
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
6.4	Identify the determinants of health which impact on health promotion action
8	Implementation
8.1	Use ethical, empowering, culturally appropriate and participatory processes to implement 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

Enrolled in any postgraduate program

### 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 2 feedback will be provided on your task 1 critical reflection. Please bring a draft copy of this work to the workshop, so that peer feedback can occur, with oversight by teaching staff.

## 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	Portfolio	Individual	30%	1000 words	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	35%	Visual representation and 750-word explanatory document	Week 9	Online Assignment Submission with plagiarism check
All	3	Report	Individual	35%	3- minute (social justice media campaign)  2000 words (social justice media campaign brief)	Week 12	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Cultural safety critical reflection portfolio

<b>GOAL:</b>	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.		
<b>PRODUCT:</b>	Portfolio		
<b>FORMAT:</b>	<p>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 2 x 500-word critical reflection entries (weeks 3 &amp; 6), 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.</p> <p>Additional details about the format for the structured critical self-reflection will be made available on Canvas.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstration of critical self-reflective practice using a structured framework	1
	2	Demonstration of understanding and connection to future professional culturally safe practice	1
	3	Effective communication that uses correct spelling, grammar and referencing	1
<b>GENERIC SKILLS:</b>	Communication, Information literacy		

**All - Assessment Task 2:** Indigenous determinants of health

<b>GOAL:</b>	To apply skills for culturally appropriate communication to engage in a written discussion regarding decolonising First Nations Peoples' health and wellbeing.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	<p>As part of decolonising First Nations People health and wellbeing, you will individually examine a First Nations Peoples health and wellbeing priority, using a structured Indigenous determinants framework. The health and wellbeing priority offered for examination will be provided to you by the end of week 4. You are required to submit a visual representation and 750-word explanatory document .</p> <p>Additional details about the format for the visual representation and accompanying document will be made available on Canvas.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Examination of a First Nation Peoples' health and wellbeing priority from an Indigenous determinants perspective	2
	2	Application of 'two-ways' practice model and a strengths-based approach to discuss the integrating of Indigenous perspectives and Western evidenced based practice	1 2
	3	Effective use of culturally safe communication	1 2
	4	Use of relevant supporting scholarly literature	2
	5	Effective communication that uses correct spelling, grammar and referencing	2
<b>GENERIC SKILLS:</b>	Communication, Information literacy		

### All - Assessment Task 3: Social justice advocacy project

<b>GOAL:</b>	To apply skills for social justice advocacy to address First Nations Peoples health and wellbeing.		
<b>PRODUCT:</b>	Report		
<b>FORMAT:</b>	<p>You will draw on Indigenous perspectives and networks to collaboratively design and develop a social justice advocacy media campaign to address a First Nations People's 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. The campaign will aim to create awareness and influence behaviours, attitudes and opinions to address First Nations People's health and wellbeing.</p> <p>The social justice advocacy campaign has two parts i) a written media campaign plan report; and ii) Audio visual material for your digital media campaign.</p> <p>I. Your group will submit a 2000 word written campaign plan for your social justice advocacy campaign (report format available on Canvas)</p> <p>II. Your group 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> <p>Additional details about the format will be made available on Canvas.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Application of principles of social justice advocacy to address an equity issue related to First Nations Peoples' health and wellbeing	1 2 3
	2	Effective design of appropriate and original verbal and visual content to influence a target audience.	2 3
	3	Application of advanced written communication skills to communicate a clear campaign plan within the required advocacy framework	3
	4	Collaboration and contribution to the project	3
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, 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

N/A

## 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)