

PHCM9626

Inequalities and Health

Course Guide
Summer Term U1 2010



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH
AND COMMUNITY MEDICINE

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Key Readings

Welcome

Welcome to the MPH Summer School Course Health Inequalities (PHCM9626). This elective is highly recommended if you are interested in developing a deeper understanding of the patterns of health inequalities in western industrialised societies, how these patterns can be understood and action that can be taken to redress or prevent the negative impacts of health inequalities on health.

The course runs over three days and explores:

1. Definitions and patterns of health inequality
2. Explaining health inequality
3. Interventions to tackle health inequalities

The focus of this course is on those health inequalities that are related to socio-economic differences. There are other health inequalities that are related to other social constructs such as gender and ethnicity that are not directly addressed in this course. However, it is recognised that all of these forms of inequality interact and cannot be seen in isolation.

There are two assignments and students are encouraged to read widely in preparing their assignments. Assignments must be submitted on the specified dates unless an extension has been approved.

If you ever have any questions, issues or problems that you would like to discuss please feel free to contact me.

Lynn Kemp
Course Co-Ordinator

Course staff

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Course information

Units of credit

This course is an elective course of the Master of Public Health Program, comprising six (6) units of credit towards the total required for completion of the study program.

Whilst there are no prerequisites for this course, prior completion of core courses including epidemiology and health promotion is recommended.

Key dates

Summer School Dates

23rd to 25th November from 9am-5pm

Attendance at all sessions is compulsory

Venue

Students are advised to check online for the location of this course.

Course aim



The overall aim of this course is to introduce you to major conceptual and practical issues in understanding and addressing health inequalities in western industrialised countries.

Course outcomes

By the end of the course you should be able to:

- Define and discuss key concepts of equity, inequality and related terms (See Assignment 1, Part 1).
- Describe common patterns of health inequality in western industrialised countries.
- Identify and discuss common issues in the measurement of socio-economic position.
- Identify and describe common theoretical frameworks to explain health inequalities.
- Apply these frameworks to explain one identified pattern of health inequality.
- Describe common approaches to addressing health inequality.
- Explain how one of these approaches has been used to address an issue of health inequality.
- Identify, analyse and synthesise your understanding of at least one pattern of health inequality and its cause, and then apply these understandings to what action you could take to address the issue you have identified.

Graduate attributes and capabilities

The Public Health program prepares our students to be judgement safe professionals by fostering the following set of graduate attributes:

Students are supported in developing applied knowledge and skills to:

- Interpret and apply research and research methods for policy and practice in public health contexts
- Protect the health of populations and prevent communicable and non-communicable diseases through appropriate interventions
- Promote the health of populations through research, practice, policy and advocacy
- Build workforce capacity to support public health outcomes

- Influence develop and implement policy and assess its impact on health outcomes
- Plan and evaluate public health strategies, programs and projects in a range of diverse contexts

Students are supported in developing interactional abilities to:

- Strengthen relationships and communicate effectively to enhance public health outcomes
- Engage with and contribute to local, national and international communities

Students are supported in developing personal attributes to:

- Apply analytical and critical thinking for evidence based problem solving
- Commit to ethical practice
- Commit to social responsibility informed by principles of social justice and equity
- Engage in lifelong learning and reflective practice.

Learning and teaching rationale

The course has been designed to build on and integrate knowledge that students have developed in a number of core subjects including epidemiology and health promotion and elective subjects such as Community Development. It draws on theory and evidence from many disciplines including epidemiology, psychology, sociology and political science. Students are encouraged to draw on what they have learned in other courses to help develop their understandings of health inequalities.

Because so much of our understanding of the causes of health inequalities and what we think should be done to address them is based on our values, beliefs and assumptions there are no “right answers” to many of the questions that you may have or which are posed throughout the course. The course aims to develop your critical thinking skills so that you can be clear about your views and the values and beliefs that underpin these views.

Teaching strategies

The course is taught through a combination of lectures and small group work in a three day workshop. Where possible case studies are used to provide practical examples of patterns of health inequality, their causes and what can be done to address them.

Many of the lectures will be given by practitioners with extensive experience in health policy and practice to address health inequalities. To gain the most from their experience, debate and questioning is encouraged. It is expected that all students will attend every session and actively contribute to these discussions.

Online learning component

There is no online learning component.

The My eLearning Vista component of this course provides access to Course materials including Web links to required readings. Links will be found under the relevant lecture. Unless otherwise specified, web links to optional readings are not provided as web addresses are given in the course notes.

Guidance for using My eLearning Vista

The School runs a My eLearning Vista tutorial during residential week at the start of each semester. If you are unable to attend this tutorial, guidance for using My eLearning Vista, including some basic tips, can be found at:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/OnlineLearning>

You need to scroll down to find these documents which are PDF files. If you are still experiencing difficulties with My eLearning Vista, please contact the UNSW IT Service Desk for assistance.

Assessment

Assignment Dates

Assignment 1	8 th January, 2010
Assignment 2	29 th January, 2010

If you require an extension contact me prior to the due date for an extension. Remember to check the SPHCM Postgraduate Handbook for details on how to access email and obtain your UniPass etc. The handbook is on our website at: <http://sphcm.med.unsw.edu.au/sphcm.nsf/website/forstudents.resources>

Extensions of up to one week are only granted if requested before the due date. Longer extensions, up to a maximum of two weeks, are only considered with medical certificate unless other appropriate reason is given.

Assignments will not be marked if submitted after other students' assignments returned.

All late assignments (unless extension or exemption previously agreed) will drop a grade. This rule applies if the assignment is one day or one week late.

For any further assistance you can contact

Tessalonica Ho

Ph: +61 (2) 9385 2507

Fax: +61 (2) 9385 1526

Email: tessalonica.ho@unsw.edu.au

Details of assessment requirements

The course has three assessment processes:

- **Attendance** and satisfactory participation during the Summer School Program (compulsory)
- **Assignment 1** (worth 40%) that looks at issues of definition and measurement
- **Assignment 2** (worth 60%) where students choose ONE of four topics.

Although there is no word limit for the assignments it is recommended that students do not write more than 3,000 words.

Guidelines for the preparation and presentation of Assignments

1. Answer ALL questions in Assignment 1 and ONE question in Assignment 2.
2. The questions outlined in each Assignment need to be **directly** addressed.
3. The assignment should show evidence that you have identified the key literature in the area and not relied on only one or two summary papers.
4. References should be included to support evidence presented.
5. It is important to demonstrate that you have reflected on the material you have read and are able to comment critically on the strengths and weaknesses of the material you have used and the implications for practice.
6. Although there are no word limits on the Assignments it is important to present your answers in a succinct and tightly argued way.
7. Presentation of assignment is important. This includes grammar, clear structure of the assignment, lay out, use of tables etc and referencing.

Marks will be deducted for work that is late and where no extension has been given.

Assignment 1

Part 1: Key Concepts (15%)

a) Define the following terms using at least one example:

- Health inequality
- Health inequity
- Equity in health
- Social gradient
- Targeted intervention
- Universal intervention
- Socioeconomic status
- Life course perspective

b) Explain the differences using at least one example between:

- Health equity and health inequality
- Targeted and universal interventions

c) Discuss **ONE** of the following statements in no more than half to three-quarters of a page

“The challenge we face in addressing health inequalities in the health system is to have a focus on both mainstream and targeted interventions.”

“The health care system has no role in addressing health inequalities as they are caused by policies and circumstances out of our control.”

It is suggested that students outline the case for each side of the argument and then discuss their own position. There are no “right” answers and students are encouraged to explore their own views.

Part 2: Measurement Issues (25%)

Choose **ONE** measure of socio-economic status (social class, socioeconomic status, employment, education or income).

Select **TWO** papers published in the last five years that deal with an aspect of health inequality in relation to your chosen measure of socioeconomic status.

1. Discuss how each paper has defined the measure chosen. Discuss the strengths and weaknesses of the definition
2. Briefly outline the results and the reasons for the observed inequality in each of the papers. Do you agree with these reasons? Why? What other explanations might have been offered? Justify your answer.
3. Compare the usefulness of the two papers in helping to develop an understanding of health inequalities.
4. Discuss the relevance of the findings of the papers to your own experience

Please answer the assignment under these four headings and include detailed references for the papers that you have used.

Assignment 2 (60%)

Choose **ONE** of the following assignment topics. Complete all sections of the topic chosen.

Topic 1

Select one only of the following areas for intervening to address health inequality:

- Early childhood interventions
- Increased participation on individuals and communities in decisions on their health
- Comprehensive Primary Health Care Approaches to the delivery of health services in Indigenous communities.

Literature review (20 marks)

Based on a review of the literature give:

- a) a general overview of the reasons given for taking these approaches to address health inequality;
- b) provide examples of specific interventions that have been shown to be effective; and
- c) did these interventions demonstrate that they had been able to the improve health of those involved or did they reduce health inequality between groups.

Suggested length no more than 2-3 pages.

Program development (20 marks):

Imagine that you are the manager of a large health region in Western or South Western that provides services for 800,000 people in an urban area where there are 10,000 Indigenous people. Identify five services and programs that you would develop or advocate to be developed in the health or other sectors to address the issue you identified in the previous section.

Strategy development (20 marks)

Select two services or programs that you identified above and outline how you would implement the program under the following headings:

- a) Overall goal of the service or program
- b) Strategies that you would employ to achieve the goal
- c) Select one of the strategies and discuss in detail how you would go about implementation.
- d) Discuss what you think are some of the difficulties you may encounter and how they could be addressed

Topic 2

“Australia is by international standards a very healthy country. But if we are to bequeath our children the legacy of the world’s healthiest country, major reductions in disease caused by overweight and obesity, tobacco smoking and harmful consumption of alcohol are needed.

Combining these threats with the increasing disparities in health between Indigenous and non-Indigenous Australians, between city dwellers and rural and remote Australians and between rich and poor Australians, means we have a real challenge on our hands if we aspire to being the healthiest nation by 2020.” (National Preventive Health Taskforce 2008)

Consider the roadmap for action (available at <http://www.preventativehealth.org.au/internet/preventativehealth/publishing.nsf/Content/nphs-roadmap>). Choose one of the three areas for action – obesity, tobacco or alcohol– and discuss the following:

- What is the evidence for the causes of health disparities in obesity, tobacco or alcohol? (15 marks)
- Choose two of the priorities and associated actions for your chosen topic (obesity, tobacco or alcohol). What evidence is there to support these priorities and actions as ways to improve the health of the most disadvantaged Australians? (15 marks)
- Do you think the priorities and actions will increase or reduce health disparities? Why? (15 marks)
- What other measures do you think may be useful to improve health and reduce health disparities in the area of obesity, tobacco or alcohol? (15 marks)

Use evidence to support your arguments.

Topic 3

“The Australian Government has started emergency measures to protect Aboriginal children in the Northern Territory. These measures were announced by the Prime Minister, John Howard, and Minister for Families, Community Services and Indigenous Affairs, Mal Brough, on 21 June 2007.

The Government wants to:

- first of all, protect children and make communities safe, and
- create a better future for Aboriginal people.

The Australian Government is doing this so Aboriginal people, and children in particular, can aspire to a better future for themselves.” (Northern Territory Emergency Response – Fact Sheet 1, 24/8/07)

Discuss:

- What are the causes of the health inequalities of Aboriginal people in the Northern Territory? (15 marks)
- Choose two of the strategies being used in the emergency measures in the Northern Territory. What evidence is there to support the use of these measures to improve health outcomes for Aboriginal people? (15 marks)
- What do you think are the strengths and weaknesses of each measure? (15 marks)
- What other measures do you think may be useful to improve the health of Aboriginal people? (15 marks)

Use evidence to support your arguments.

Topic 4

Students, particularly overseas students, may wish to undertake an assignment that is more relevant to their local situation. This can be negotiated with the Course Co-Ordinator.

Students who have a specific issue they would like to explore are also encouraged to approach the Course Co-Ordinator.

Grading and marking

Grades to be used are represented by the following symbols (and corresponding range of marks):

HD (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

- HD** This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.
- DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)
- CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).
- PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.
- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

1. **All assignments** must have a cover sheet attached.
Cover sheets can be downloaded from the school website:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms>
Students submitting assignments in My eLearning Vista should use the cover sheet available in My eLearning Vista.
2. **Internal Students:**
All assignments for internal students are to be handed directly to the lecturer in class with assignment cover sheet attached. If, for some reason, a student cannot submit in class, assignments can be put in assignment box outside Postgraduate Coursework Office on Level 2, Samuels Building.

External Students:

Electronic submission: Students **submitting assignments electronically** (only by arrangement with lecturer), either via email or My eLearning Vista must ensure that the electronic assignment coversheet is attached. Student name, course code, date and assignment title should be included in the header or footer on every page, and in the file name.

For courses in which electronic submission is not available, assignments should be posted to Postgraduate Coursework Office with assignment cover sheet attached. These assignments will be receipted (stamped due date) and distributed to the relevant course convenor for marking.

The postal address is:

Postgraduate Coursework Office
School of Public Health and Community Medicine
2nd Floor Samuels Building
The University of New South Wales
UNSW Sydney NSW 2052

3. **Please note:** Any assignment submitted electronically may be checked at random for plagiarism using the tool, Turnitin. For more on how to avoid plagiarism, see section on plagiarism.
4. See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>

Return of assignments

Marked assignments for internal students to be collected by individual students from the lecturer. Marked assignments submitted electronically to be sent back

electronically. Marked assignments for external students who have NOT submitted their assignment electronically will need to check with the course convenor.

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

UNSW Library

<http://info.library.unsw.edu.au/skills/howto/referencing/lrefbfm.html>

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

Feedback on assessment

Assignments will be marked within three weeks of due date. Feedback may not reach students until 4 weeks after assignment submission.

Marked assignments for internal students to be collected by individual students from the School. Marked assignments for external students who have NOT submitted their assignment electronically to be posted. Marked assignments submitted electronically to be sent back electronically by the lecturer, unless otherwise negotiated between academic and student.

Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work. You will find more information on plagiarism and the consequences of plagiarising in the Student handbook:

<http://www.lc.unsw.edu.au/plagiarism/link.html>

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. **It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

How to adopt a critical approach to your assignments

It is important that you adopt a critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course.

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not absorb what you are reading in a passive way and that you do not accept without question what may often seem to be authoritative pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and, which you are presenting in assignments. It means that you attempt to cast aside your assumptions and biases and, attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this process.

Readings and resources

Learning resources for this course consist of the following:

1. A three day face-to-face on campus workshop
2. These course notes with readings

Readings

Australia

National Health Strategy. Enough to make you sick. How income and environment affect health. Canberra: National Health Strategy. Research paper No 1, 1992.

Mathers C. Health differentials among Australian Adults aged 25-64 years. Canberra: AIHW Health Monitoring Series No 1. AGPS, 1994. (There were also publications on children and older people)

Turrell G, Oldenburg B, McGuffog I, Dent R. Socioeconomic determinants of health: towards a national research program and a policy and intervention agenda. Canberra: Ausinfo, 1999

Harris E, Sainsbury P & Nutbeam D. (eds) Perspectives on health inequalities. Sydney: Australian Centre for Health Promotion, 1999.

Vinson T. Unequal in life. The distribution of social disadvantage in Victoria and New South Wales. Melbourne: The Ignatius Centre, 1999.

Mather C, Voss T & Stevenson C. The burden of disease and injury in Australia. Canberra: Australian Institute of Health and Welfare, 1999.

Eckersley R, Dixon J & Douglas R. (eds) The Social Origins of Health and Well-Being. Melbourne: Cambridge University Press, 2001.

International

World Health Organization Commission on the Social Determinants of Health. Closing the gap in a generation: Health equity through action on the social determinants of health. Executive Summary. 2008. Full report available at http://www.who.int/social_determinants/final_report/en/

Townsend M, Whitehead M & Davidson N. eds. Inequalities in health: the Black Report and the Health Divide. 2nd edition. London: Penguin, 1992.

Benzeval M, Judge K, Whitehead M. Tackling Health Inequalities: An agenda for action. London, The Kings Fund, 1995.

Acheson D. The Independent Inquiry into Inequalities in Health Report. London: The Stationary Office, 1998.

Townson M. Health and Wealth: How Social and Economic Factors Affect Health and Well Being. Toronto: The Canadian Centre for Policy Alternatives, 1999.

Berkman L & Kawachi I. Social Epidemiology. New York: Oxford University Press, 2000.

Evans T et al (eds). Challenging inequities in health: from ethics to action. London: Oxford University Press, 2001.

Mackenbach J & Bakker M. (eds) Reducing Inequalities in Health. A European Perspective. London: Routledge, 2002.

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at:

http://www.its.unsw.edu.au/policies/policies_home.html

UNSW IT Service Desk (My eLearning Vista support)

The IT Service Desk is your central point of contact for assistance and support with My eLearning Vista, UDUS, UniMail, UniPass and UniWide. Contact them directly for assistance with IT related matters, including My eLearning Vista:

Website: <http://www.it.unsw.edu.au/index.html>
Tel: +61 (2) 9385 1333
Email: itservicecentre@unsw.edu.au
Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://info.library.unsw.edu.au/Welcome.html>
Postgraduate Services: <http://info.library.unsw.edu.au/web/services/postgraduates.html>
Tel: 02 9385 2650
Email: libraryinfo@unsw.edu.au
Location: UNSW Library, Level 2 Service desk

Library resources

The ELISE postgraduate tutorial

This tutorial will help equip you with the information skills you will need to get started in your postgraduate program. The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information. Entering coursework students should complete the ELISE quiz in Vista. <http://pgelise.library.unsw.edu.au/>

Online Information Skills Tutorial

Is a task-based approach to the information literacy and the skills you need to be effective. It contains modules on searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites and citing references.

<http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

<http://info.library.unsw.edu.au/web/guides/guides.html>

How to use guides

Essential guides to show you how to use the library's fundamental search tools: Sirius (the gateway to all of our electronic resources), the catalogue (LRD) and the databases. Easy to use, they will step you through the mechanics of "How" via video, screen captures and text.

<http://info.library.unsw.edu.au/skills/howto/howto.html>

Database Help sheets

"Cheat-sheets" to enable you to learn how to search the databases more effectively, these provide tips and tricks on searching individual databases.

<http://info.library.unsw.edu.au/skills/helpsheets.html>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments:

<http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web.

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

For any further assistance, you can contact:

Postgraduate Office
School of Public Health and Community Medicine
The University of New South Wales
Level 2, Samuels Building
UNSW Sydney NSW 2052, Australia

T: + 61 (2) 9385 1699 - Graduate Health Management Programs
T: + 61 (2) 9385 2507 - Graduate Public Health Programs
T: + 61 (2) 9385 1928 - Graduate Clinical Education Programs

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Other matters

Occupational Health & Safety:

<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

Complaint procedures: <https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity: <https://my.unsw.edu.au/student/atoz/EquityDiversity.html>

Course schedule

The Summer School is held over three days.

Starting time	9.00 am
Morning tea	10.30 am- 11.00am
Lunch	1.00 pm - 2.00pm
Afternoon tea	3.30 pm - 4.00pm
Finishing time	5.00 pm

Afternoon tea will be provided each day. Morning tea and lunch can be purchased at the adjacent University Food Halls.

Timetable

Day 1: 23 rd November		Day 2: 24 th November	Day 3: 25 th November
9.00	Introduction and course overview Lynn Kemp	Measurement of health inequalities Vana Webster	Case Study 4: Culture and inequalities Gai Moore
9.30	Key debates Lynn Kemp		
10.30	Morning tea		
11.00	Patterns of health inequity A/Professor Peter Sainsbury	Case Study 2: Aboriginal health To be advised	Case study 6: Disadvantaged communities Karen Larsen
12.00			Role of health services To be advised
1.00	Lunch		
2.00	Health inequities: the causes of the causes A/Professor Marilyn Wise	Case Study 7: Health Impact Assessment Ben Harris-Roxas and Patrick Harris	Case Study 3: The early years A/Prof Garth Alperstein
3.30	Afternoon tea		
4.00	Explaining and addressing health inequalities. Case Study 1: Universal for who Liz Harris	Case study 5: Workplace or workforce – where should the focus be Liz Harris	Assignments and summary Lynn Kemp
5.00	Finish		