

PHCM9630

Indigenous Health in Australia

Semester 1, 2009



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH
AND COMMUNITY MEDICINE

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Contents

Course Overview	
Welcome	1
Contacts	1
Library support	2
Course information	4
Course aim	6
Learning and teaching rationale	8
Assessment	10
Learning and resources in this course	19
Continual course improvement	21
Additional support to students	21
Course schedule	23
Section 1: Contexts of Indigenous Health	1.1
Contemporary and historical socioeconomic context	1.3
Federal government policies and their effects	1.7
Differences in perceptions of health	1.11
Bringing it all together	1.12
References	1.13
Readings Section 1	1.15
Section 2: Indigenous Health Data	2.1
Demographic profiles of Indigenous and non-Indigenous populations	2.3
Patterns of disease and illness affecting Aboriginal and Torres Strait Islander peoples	2.7
Issues affecting the accurate collection and reporting of data	2.12
References	2.13
Readings Section 2	2.15
Section 3: Policies and Plans ... Where to?	3.1
Major developments in national Indigenous health policy	3.3
National Indigenous policy and planning structures	3.12
Relationship between policy and Indigenous health disadvantage	3.19
Making policy work?	3.21
References	3.22
Readings Section 3	3.25

Section 4: Evaluation and reporting	4.1
Health interventions – evaluation and reporting strategies	4.3
Evidence and the development of Indigenous health policy	4.6
National organisations and policy	4.7
Cochrane and Campbell collaborations	4.11
References	4.16
Readings Section 4	4.17
Section 5: Wellbeing, primary care and health promotion	5.1
Aboriginal and Torres Strait Islander concepts of health	5.3
Primary health care – an approach and level of health care	5.5
Key health related terms and concepts	5.7
Health promotion in relation to comprehensive primary health care	5.9
The relationship between primary health care, health promotion and health needs	5.12
References	5.14
Readings Section 5	5.17
Section 6: Comprehensive primary health care service provision	6.1
Health needs of Indigenous communities	6.3
Barriers to health service provision	6.5
The roles of Aboriginal health workers	6.7
Non-Indigenous health professionals	6.9
References	6.10
Readings Section 6	6.13
Section 7: Health issues in Indigenous communities	7.1
Diseases impacting on Aboriginal and Torres Strait Islander peoples	7.3
Risk factors	7.9
The social and psychological ramifications of illness and disease	7.12
Programs exemplifying best practice strategies for addressing major health issues	7.14
References	7.17
Readings Section 7	7.21

Section 8: Research perspectives, debates and contributions to improving Indigenous health	8.1
The development of Australian Indigenous health research	8.3
Research processes and their influence on Indigenous health	8.5
Research paradigms and methodologies	8.7
Examples of Indigenous health research, their contexts and findings	8.10
Key organisations in supporting research in Indigenous health	8.13
References	8.19
Readings Section 8	8.21
Section 9: Ethics and Indigenous health research	9.1
Ethical considerations in Indigenous health research	9.3
NHMRC Ethics Guidelines	9.5
The importance of community consultation and representation	9.7
Examples of Indigenous health research and ethical considerations	9.10
References	9.12
Readings Section 9	9.15
Section 10: Advocacy, activists and agents of social change	10.1
The contribution of advocacy and activism to improving Indigenous health outcomes	10.3
The role of Aboriginal Health Workers as agents of change	10.11
Indigenous organisations as advocates of Indigenous health	10.13
Issues of advocacy and activism: Implications for your professional role in Indigenous health	10.17
References	10.19
Readings Section 10	10.21

Welcome

“If you’ve come here to help me, then you’re wasting your time. If you’ve come here because your liberation is bound up with mine, then let us work together.”
Lilla Watson, Aboriginal Activist
2003

Welcome to ‘Indigenous Health in Australia’, a new course in the Master of Public Health Program that aims to broaden your knowledge of Aboriginal and Torres Strait Islander health. In choosing this course you have taken a lead in your profession in regard to Indigenous health. We invite you to join other like-minded health professionals in addressing the pressing health needs of Aboriginal and Torres Strait Islander peoples.

The importance of this course is recognised in a recent initiative of the Australian government. In 2008 The National Indigenous Public Health Framework was published that aims to provide a guide for all university public health teaching programs to achieve the effective integration of Indigenous health within required subjects or units of Master of Public Health (MPH) programs. The importance of Indigenous Health within a MPH program has now been recognised. As students undertaking this course you are in a significant position in developing the capacities that are required for all those in Australia who wish to be engaged in public health policy and practice. The graduate capabilities outlined in the new National Indigenous Public Health Framework underpin this course.

Contacts

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Address for assignments

Postgraduate Student Office
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Level 2, Samuels Building
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UNSW library support for PHCM9630 Indigenous Health in Australia students

Staff at the library can help you:

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

Reference 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
Location: UNSW Library, Level 2 Service desk

Online Tutorials

The ELISE postgraduate tutorial comprises five modules that will step you through the fundamental processes of research and information seeking; including selecting and searching, finding and using and critically evaluating all sources of information: <http://pgelise.library.unsw.edu.au/>

The new **Online Information Skills Tutorial**: is a task-based approach to information literacy and the skills you need to be effective. It contains modules on searching databases, Google and

the free internet and citing references. It includes videos and screen captures:

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

Subject Guides

Subject Guides are a good starting point for research sources. They take you into linked resources collated by Librarians around a specific subject:

<http://subjectguides.library.unsw.edu.au/content.php?pid=13242&sid=88735>

For this Course, you will not only need the Medicine Subject Guide, but also the Aboriginal and Torres Strait Islander Health Subject Guide:

<http://subjectguides.library.unsw.edu.au/content.php?pid=13242&sid=88743>

How to use Guides

These are excellent step-by-step guides on how to use the main library tools, the databases and catalogue. Guides have screen captures, FAQs and video footage of actual searches:

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

This page also leads you to information on **Referencing your Work:**

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

Database Help sheets

The Database Help sheets include cheat sheets for specific databases and online tutorials provided by the vendors (makers of the databases): <http://info.library.unsw.edu.au/skills/helpsheets.html>

Research Consultations for Post Graduates and staff

We can assist you with your research plan of attack; from writing a search strategy that works, through selecting and using the right tools, critically evaluating what you've found and citing properly. Book online now for a one-hour consultation with our subject specialists at:

<http://info.library.unsw.edu.au/web/services/acad/research.html>

Virtual Public Health Library

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/>

Indigenous Health/InfoNet

Valuable and up to date information for this course is available from Australian Indigenous Health/InfoNet. This can be accessed at: <http://www.healthinonet.ecu.edu.au>

Course information

This course focuses on four broad themes related to Indigenous health:

1. Past and contemporary contexts
2. Primary health care and health promotion
3. Research and ethics
4. Advocacy and activism

Theme 1: Past and contemporary contexts

This theme investigates past government policies and their roles in exacerbating and maintaining the ill-health of Aboriginal and Torres Strait Islander peoples, and current efforts to overcome the effects.

This theme is explored in the first four sections of this course:

- Section 1: Contexts of Indigenous health
- Section 2: Indigenous health data
- Section 3: Policies and plans ... where to?
- Section 4: Evaluation and reporting

Theme 2: Indigenous primary health care and health promotion

This theme focuses on health promotion and primary health care. It explores holistic approaches to health care and Indigenous perceptions of wellbeing.

This theme is explored in the next three sections of this course:

- Section 5: Wellbeing, primary health care and health promotion
- Section 6: Primary health care service provision
- Section 7: Health issues in Indigenous communities

Theme 3: Research and ethics

This theme focuses on research, canvasses studies into Indigenous health in a range of contexts, and considers the ethical issues associated with such research.

This theme is explored in the next two sections of this course:

- Section 8: Research perspectives, debates and contributions to improving Indigenous health
- Section 9: Research ethics

Theme 4: Advocacy, activists and agents of social change

This theme focuses on advocacy and activism and their critical contribution to the development of more appropriate health services for Indigenous families and communities.

This theme is explored in the final section of this course:

- Section 10: Advocacy, activism and agents of social change

Pre-requisites

1. Technical

The Internet is essential for participating in this course. You will require it for accessing resources and material, participating in your group online discussion with fellow students and communicating between you and your course coordinator. You require a UniPass password and a UNSW student email account.

2. Academic

PHCM9516 'Introduction to Public Health' is a prerequisite to this module.

Units of credit

This elective course comprises 6 units of credit towards the total required for completion of the *Master of Public Health (9045)*.

Course aim



The overall aim of this course is to provide you with a deeper understanding of Aboriginal and Torres Strait Islander health in Australia that can inform your future practice as a health professional.

Course outcomes

More specifically on completion of this course you should be able to:

- explain the history of colonisation, ensuing government policies and their effects, on the health status of the Australian Indigenous population
- describe past and present demographic characteristics of the Australian Indigenous population and compare these to the non-Indigenous population
- outline the past and current epidemiological spread of disease and illness amongst Aboriginal and Torres Strait Islander peoples and demonstrate an understanding of the statistics and social determinants associated with this
- identify and discuss the effectiveness of significant strategies designed to affect Indigenous health outcomes in Australia
- explain health promotion and primary health care approaches to Indigenous health service provision
- analyse current examples of Indigenous health research and contemporary issues for the field
- identify ethical issues that must be considered when advocating for Indigenous health and in the planning and undertaking of Indigenous health research
- report on the historical and contemporary roles of advocacy and activism in the establishment and implementation of health service provision to Indigenous communities.

Graduate attributes

This course supports you achieving a range of capabilities that you will achieve in your postgraduate studies in the field of public health. For the complete list please refer to the School website.

This course provides learning opportunities that will nurture the following capacities:

The knowledge and skills to:

- Promote the health of populations through research, practice, policy and advocacy
- 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.

The interactional abilities to:

- Strengthen working relationships and communicate effectively to enhance public health outcomes
- Engage in and contribute to local, national and international communities, and in particular
 - Demonstrate understanding of Indigenous issues within Australia and promote positive ways of working with communities to enhance health outcomes.

The 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

In electing to study this course about Indigenous health in Australia you have indicated an interest to learn about a field of health that involves complex issues and poses many challenges, yet provides infinite opportunities for making a difference. The primary aim of the course is to extend your knowledge of these issues and provide examples of evidence based research and health practice that address the challenges to improve Indigenous health outcomes. A secondary aim is to encourage students to direct their interest in Indigenous health towards developing a professional commitment.

As outlined in the *Course Outcomes* this course takes a thematic view and draws on an extensive range of literature including policy documents, government reports, historical accounts, research and program descriptions to describe the field of Indigenous health. To fully grasp the complexity of this field as it is presented in the literature it is important that you read widely, while tailoring your reading to explore issues that are of particular interest. You are also asked to reflect on what you read, and to share and question your ideas, perceptions and interpretations with fellow students and the course coordinators both throughout the semester and during a two day interactive campus based workshop.

We anticipate that these learning opportunities will provide you with the requisite professional skills and knowledge for developing a sound introductory understanding of Indigenous health in Australia.

Teaching strategies

This course entails a self-directed learning approach that perceives learning as an ongoing, active process in which students take responsibility for managing their own learning.

In keeping with this approach the course draws on three key teaching strategies. The first is a comprehensive set of course materials and readings that are representative of key issues and activities in the field of Indigenous health. The readings have been selected to ensure students are presented with a range of theoretical perspectives and practical examples of Indigenous health issues. While representative of the field however, the

readings are by no means complete, and we therefore encourage students to explore the additional references provided.

The second teaching strategy is a compulsory two day interactive workshop that ensures students have the opportunity to share their views and thoughts, critically reflect on what they are learning from the literature and review the assessment tasks. The workshop includes sessions conducted by guest speakers with research, clinical and public health expertise in Indigenous health.

The workshop is highly interactive and you will be expected to contribute and participate in the different activities and discussions including a key learning and assessment task within the course, **Scenario Planning – Closing the Gap**. Here you will be introduced to a video segment with various perspectives on the issues, meanings and possible strategies for closing the life expectancy gap between Indigenous and non-Indigenous Australians by 2025. Students will form groups to consider the implications of the video and map a strategy for continuing to develop their ideas online during the semester.

The third teaching strategy is the required online group work that takes place after the workshop and during the semester. It will be focusing on developing a detailed scenario on the health and wellbeing of Indigenous Australians in 2025 and proposed strategies for this being made a reality. The focus will be on sharing ideas and collaborating to discuss and produce a report on the planned scenario.

The group work online provides opportunities to:

- Further develop and maintain a sense of community established at the workshop
- Continue to share ideas, analyse and exchange information
- Develop sophisticated understandings of the issues and potential challenges to addressing current inequalities in the health outcomes of Indigenous Australians
- Provide the opportunity for collaboration on a joint project.

Together, the course materials, interactive workshop and online group work will enable you to respond to the assessment tasks, meet the learning outcomes and develop the requisite understanding necessary for practising in a range of Indigenous health contexts.

Assessment

There are three assessment tasks to be completed for this course:

1. Workshop participation (5%) and reflection (20%) = 25%
2. Report examining the 5 major health conditions in Indigenous health and their social determinants = 55%
3. Scenario Planning – Closing the Gap. Group Report (15%) and individual online participation (5%). = 20%

Please note:

The workshop will be held on Tuesday 3rd and Wednesday 4th of March 2009 at the University of New South Wales. For venue details see

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

Details of assessment requirements

Workshop Participation

Attendance and participation in the two-day residential workshop constitutes 5% of overall assessment. Activity 1.4 in Section 1 of the Course notes is one such component. Please make arrangements with the Course Coordinator if you are unable to attend the workshop.

Assessment 1: Indigenous Health Issues - Reflection

Due Date: Monday, 6th April 2009

Weighting: 20% (approx 1500 words)

In this first task you are asked to reflect on both the readings in Sections 1 -7 and the workshop presentations and interpret your personal and professional responses to their content. In your interpretation consider:

- Your overall perceptions of Indigenous health prior to commencing this course
- Factors that may have influenced your perceptions
- The relationship between Indigenous and non-Indigenous perceptions of health.

Write a brief recount summarising your reflections in approximately 1500 words maximum.

Assessment criteria

- Outlines personal perceptions of Indigenous health prior to the course reflecting on own experience, values and beliefs
- Provides clear evidence of having read core and some supplementary readings in Sections 1-7
- Identifies key changes in perceptions and relates these to some of the course readings and workshop presentations
- Identifies current understanding of differences between Indigenous and non-Indigenous health
- Critically reflects on changing understandings at a personal and professional level
- Presents reflection in a concise and logical style.

Your completed Reflection is due for submission on Monday, 6th April 2009. You will receive feedback from MMIHU regarding your assignment approximately 2 weeks after this date.

Assessment 2: Investigative Report.
Overview of the 5 major health conditions that impact on Aboriginal and Torres Strait Islander peoples and their social determinants

Due Date: Monday, 4th May 2009
Weighting: 55% (approx 2500-3500 words)

In this second task, use the course notes and readings from Sections 1 – 7 and prepare a report comparing the 5 major health conditions that impact on Aboriginal and Torres Strait Islander peoples. You need to write a paper of 2500-3500 words identifying the commonalities and differences of the 5 major health conditions and describing the health conditions as they impact on Aboriginal and Torres Strait Islander peoples. You will need to examine appropriate literature on the social determinants of health independently. It is also recommended that you also look at the video clips from *Scenario Planning – Closing the Gap*, which has some interesting perspectives that can inform your thinking for this assignment.

The summary paper should include information using the following bullet points as a guide:

- Contemporary and historical socioeconomic contexts of Indigenous health and wellbeing, including the social determinants of Indigenous health
- Demographic, epidemiological and statistical information relating to the health and wellbeing of Aboriginal and Torres Strait Islander peoples, with specific reference to the 5 major health conditions
- Relevant health policies, plans and strategies impacting on Indigenous health and wellbeing, with specific reference to the 5 major health conditions
- Example of at least one comprehensive primary health care based program addressing Indigenous health and wellbeing
- Example of at least one evaluation of a relevant program/strategy addressing Indigenous health and wellbeing.

Assessment criteria

- Provides relevant responses addressing all areas required for the report
- Demonstrates understanding of core concepts in Indigenous health
- Demonstrates understanding of key concepts and key determinants of the 5 major health conditions affecting Aboriginal and Torres Strait Islander peoples
- Demonstrates understanding of common themes across the 5 major conditions
- Identifies core differences between the 5 conditions
- Provides a coherent analysis across the 5 conditions
- Provides evidence of reading across the course material and beyond
- Evidence of synthesis of the literature
- Report is presented in a concise and logical manner and is accurately referenced.

Your report should be approximately 2500-3500 words and presented in a scholarly and concise style.

Your completed Investigative Report is due for submission on Monday, 4th May 2009. You will receive feedback from MMIHU regarding your assignment approximately 2 weeks after this date.

Assessment 3: Group Report: Scenario Planning - Closing the Gap.

Due Date: Monday, 1st June 2009

Weighting: 20%

This is a group assessment and involves the following components:

1. At the workshop you will:
 - Be allocated to small groups to work collaboratively on a scenario planning task and the development of a group report to be completed by Week 12 of semester
 - View the video, ***Scenario Planning – Closing the Gap*** and map ideas for possible scenarios of the health and wellbeing of Indigenous Australians by 2025 and consider the potential factors that might support or challenge these envisaged futures
 - In a plenary session present and discuss each group's ideas.

This segment is preparatory for the required assessment task.

- a) In groups online you will be required to draw on the video segments provided, research, critically analyse and discuss issues and develop a final group report setting out your collaborative findings to the following four key questions:

- 1. What is 'closing the gap'?**
- 2. What does the health and wellbeing of Indigenous Australians look like in 2025?**
- 3. What strategies do you propose for achieving this vision?**
- 4. How will you participate and contribute to supporting this envisaged set of outcomes?**

To respond effectively you will need to thoughtfully and critically justify the group's responses to each of the four questions drawing on:

- Material from the video segments
- Academic literature, reports and other appropriate sources
- Your readings and engagement in the course material.

Assessment criteria 5% for individual contribution online in groups across the semester contributing to the final product:

- Does your participation contribute to the group's development of new understandings and issues?
- Do you contribute respectfully and meaningfully to debates and ideas presented within the group?
- Do you contribute to discussion by identifying possible strengths and weaknesses in the material/reading being discussed and by explaining your reasons for identifying those strengths/weaknesses?
- Do you relate your own ideas to those being articulated by others

15% out of 20% will be allocated for the Group Report that is to be submitted Week 12 on Monday, 1st June, that addresses the specific four key questions. Your Group Report will be assessed based on the following assessment criteria:

1. What is your understanding of the meaning and issues related to 'closing the gap'?
2. How well do you describe the envisaged scenario demonstrating a sophisticated understanding of issues related to the health and wellbeing of Indigenous Australians?
3. How well do you justify the outlined scenario?
4. Do you clearly identify and critically discuss and justify the proposed strategies for the envisaged future?
5. How well do you discuss the advantages, disadvantages and challenges to implementing the strategies considering current trends and policy initiatives?
6. How well do the members of the group discuss the possible issues and methods for participating in, advocating for, and contributing to, a future scenario?

Your completed Group Report is due to be submitted online Week 12 on Monday, 1st June 2009. You will receive feedback from MMIHU regarding this project approximately 2 weeks after this date.

Grading

Grades to be used are represented by the following symbols:

HD, DN, CR, PS, FL

- 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.

Academic honesty and plagiarism

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 that has been submitted by a student in a previous year.**

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>

http://www.library.unsw.edu.au/%7Ebiomed/Info_Skills_Docs/apa/apa1.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>

See Contacts above for further resources available from UNSW Library.

Learning and resources in this course

Learning resources for this course consist of the following:

1. These course notes with readings

The course notes consist of this Overview and ten sections of learning material. It is expected that you will read through all the course notes including the core readings as well as some of the additional readings. In each section of the course there are also some learning activities. You are encouraged to complete these as part of your learning process. We suggest you write your responses in a folder/booklet and use this as the basis for tracking your own progress and to help you prepare for your assessment tasks.

2. A two-day residential workshop

An essential component of this course is the two day workshop on Tuesday the 3rd and Wednesday the 4th of March 2009.

Here you will have the opportunity of meeting your fellow students and hearing from a range of guest lecturers on the key themes and concepts in this course. We see this as a vital part of your learning process where you can discuss ideas, participate in a range of group activities and hear from leaders in the field of Indigenous health in Australia.

Attendance and participation at this workshop constitutes 5% of your assessment.

It is desirable that you come to this workshop ready to participate! By then you will need to have:

- **Familiarised yourself with the content in Sections 1-7 of the course, and**
- **Identified issues and questions for discussion and debate.**

3. Online learning component

An essential part of the course is the participation in small group work online. These online discussions will allow you to share ideas and begin scoping and developing your thoughts for the group report assignment.

It is essential that you look at the schedule at the back of this Outline and keep linked into the My eLearning Vista so that you can participate in the structured online discussions. Participation online will contribute to your understanding of key themes in the course, your participation grade and in particular your ability to complete Assessment 3: The group report, Scenario Planning – Closing the Gap.

My eLearning Vista

The My eLearning Vista component of this course provides for

1. Course Notes including Readings
2. Weblinks to relevant readings over and above those in your printed course materials.
3. Facility for Submitting Assignments online
4. Online Group Discussion Space for working within your group to prepare responses to the Scenario Planning- Closing the Gap group tasks and Project
5. Q & A facility where you can post inquiries relating to the course. Responses will be provided regularly as appropriate.
6. A coffee chatroom facility, allowing students to raise informally matters which interest or concern them.

4. The textbook

Thomson N (ed) 2003, *The Health of Indigenous Australians*, Oxford University Press, Melbourne.

This text is available in the UNSW library and bookshop. The website address is: <http://www.bookshop.unsw.edu.au>

This textbook provides a broad overview of the key issues in Indigenous health in Australia. A number of the core readings in the course come from the textbook. It is also useful to skim through the text for further information and background on content covered in this course.

5. Recommended reading

There is a wealth of texts you will come across in your research in this area. One new publication we recommend is:

Carson, B, Dunbar, T, Chenhall, RD & Baillie, R (eds) 2007, *Social Determinants of Indigenous Health*, Allen & Unwin, Melbourne.

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.disconnect.unsw.edu.au/>
Tel: +61 (2) 9385 1333
Email: servicedesk@unsw.edu.au
Location: UNSW Library level 2

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 if 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

F: + 61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety:

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

Grievance procedures:

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

Equity & Diversity:

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

Course schedule

The following schedule provides a set of suggested key tasks to assist you meet the course requirements. The dates for assessable components of the course are in **bold**.

You can expect to receive comments on assignments handed in on time approximately two weeks from their submission date.

Weeks	Key Tasks	Assessment
2/3/09 - 6/3/09	Attend Residential Workshop Tuesday, March 3th and Wednesday, March 4th	Please take the opportunity to scan the material for Weeks 1-7 before attending
1 9/3/09 - 13/3/09	Continue reading Course Notes (Course Overview and Section 1)	We strongly advise keeping a journal of your reflections while reading
2 16/3/09 - 20/3/09	Continue reading Course Notes (Sections 2 - 3)	
3 23/3/09 - 27/3/09	Continue reading Course Notes (Sections 4 - 5) Go online and respond to first small group questions	
4 30/3/09 - 3/4/09	Continue reading Course Notes (Sections 6 - 7)	Census date Tuesday, 31 st March
5 6/4/09 - 10/4/09	Submit Assignment 1	Submit Assessment 1 Monday, 6th April
Mid Semester Break 10/4/09 - 19/4/09 (includes Easter)		
6 20/4/09 - 24/4/09	Review Course Notes and Go online and respond to second small group questions Prepare Assessment 2	
7 27/4/09 - 1/5/09	Review Course Notes and Prepare Assessment 2	
8 4/5/09 - 8/5/09	Submit Assessment 2 Assessment 2	Submit Assessment 2 Monday, 4th May
9 11/5/09 - 15/5/09	Continue reading Course Notes Go online and respond to third small group questions Prepare Assessment 3 (Sections 8 - 10)	
10 18/5/09 - 22/5/09	Continue reading Course Notes Group Work for Assessment 3 (Sections 8 - 10)	
11 25/5/09 - 29/5/09	Finalise Group Work Project Online for Assignment 3	
12 1/6/09 - 5/6/09	Submit Group Project: Assignment 3 Online	Submit Assessment 3 Monday, 1st June