

PHCM9630

# Indigenous Health in Australia

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**Semester 1, 2011**

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**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH  
AND COMMUNITY MEDICINE

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Based on the original course developed by Professor Lisa Jackson Pulver and Ms Miranda Rose

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## 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’, an elective in the Master of Public Health Program that aims to broaden your knowledge of Aboriginal and Torres Strait Islander health and wellbeing.

In choosing this course you have taken a lead in your profession and invite you to join other like-minded health professionals in addressing the pressing health issues facing Aboriginal and Torres Strait Islander peoples.

In 2008, the *National Indigenous Public Health Framework* was published and 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 competencies outlined in the new National Indigenous Public Health Framework underpin this course.

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.

## Contacts

### **Course Convenor on behalf of Muru Marri Indigenous Health Unit**

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## Course information

This course focuses on four broad themes related to Aboriginal and Torres Strait Islander 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: Framing our approach
- Section 2: Contexts of Indigenous health
- Section 3: Indigenous health data
- Section 4: Policies and plans ... where to?
- Section 5: 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 6: Wellbeing, primary health care and health promotion
- Section 7: Primary health care service provision
- Section 8: 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 section of this course:

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

## **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

## **Units of credit**

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

## **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's online discussions and communicating between you and your course coordinator.

You require a zpass password, a UNSW student email account and a working knowledge of Blackboard.

### **2. Academic**

There are no academic pre-requisites for this course, just a willingness to learn! Please scan the course notes and have a working knowledge of the course content prior to attending the two-day workshop.

**YOU MUST BRING YOUR COURSE NOTES WITH YOU TO THE WORKSHOP**

## **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 will inform and influence positively your future practice as a health professional.

This effect will be valuable, not only in your work with Aboriginal and Torres Strait Islander peoples, but with all populations that you will come into contact with.

## **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
- appreciate critical reflection and its value with respect to Indigenous health professional practice
- 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 capabilities**

This course supports you achieving a range of capabilities that are required of you in your postgraduate studies in public health by providing 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 in the field.

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 within a generation. 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 individual reflections and group work components** that take place after the workshop and during the semester. These will culminate in developing a detailed scenario on the health and wellbeing of Indigenous Australians in a generation and proposed strategies for this being made a reality.

The focus will be on reflective practice, 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.

## Online learning component using UNSW Blackboard



UNSW Blackboard is a Learning Management System that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: <http://telt.unsw.edu.au/>

## UNSW Blackboard

The UNSW Blackboard component of this course provides for

1. Course notes including your readings
2. Web links 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, plus links to online video clips.
5. Q & A facility where you can post inquiries relating to the course. Responses will be provided regularly as appropriate.
6. A facility, allowing students to raise informally matters which interest or concern them.

## Guidance for using UNSW Blackboard

The School runs a Blackboard tutorial during residential week at the start of each semester. In Session 1 2011, this will take place at 1pm on Wednesday, 23rd February.

If you are unable to attend this tutorial, guidance for using UNSW Blackboard, including some basic tips, can be found at:  
<http://support.telt.unsw.edu.au/blackboard>

If you are still experiencing difficulties with UNSW Blackboard, please contact the UNSW IT Service Desk for assistance.

## 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.

You will also need to refer to the course notes plus notes you make as part of your reflective practice, within the assessment activities on Blackboard.

## **2. A two-day residential workshop**

**A compulsory component of this course is the two day face to face workshop on Monday, 21<sup>st</sup> February and Tuesday, 22<sup>nd</sup> February 2011 (0900-1700).**

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.

This is 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 Aboriginal and Torres Strait health in Australia.

**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 1-8 of the course, and**
- **Identified issues and questions for discussion and debate.**

**PLEASE BRING YOUR COURSE NOTES WITH YOU.**

## **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 UNSW Blackboard 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.

Note: This section contributes towards 15% of the assessment tasks (see details regarding Task 3 in the assessment section below).

#### **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. Statistical information will always need to be checked against the latest data available.

#### **5. Recommended reading**

There is a wealth of texts you will come across in your research into Indigenous health. One publication we recommend is:

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

## Assessment

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

1. Indigenous Health Issues: Critical Reflection = 20%
2. Report examining the impact of tobacco in Indigenous health, = 45%
3. Scenario Planning – Closing the Gap.  
Group Report (20%)  
Individual online participation (15%). = 35%

***Please note:***

**The workshop will be held on Monday, 21<sup>st</sup> February and Tuesday, 22<sup>nd</sup> February 2011 (0900-1700) at The University of New South Wales. For venue details see relevant external timetable at**

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

### Details of assessment requirements

#### Assessment 1: Indigenous Health Issues - Reflection

**Due Date: Monday, 21<sup>st</sup> March 2011**

**Weighting: 20% (approx 1500 words)**

In this first task you are asked to reflect on both the readings in Sections 1-8 and the workshop presentations and to interpret your personal and professional responses to their content. We are looking for you to demonstrate that you have engaged with course readings, activities and workshop experiences and critically reflected on what you now understand as Indigenous health issues and perspectives. Your response should provide evidence that you have reflected on your own values and understandings on Indigenous health before coming into the course and in what ways those understandings and beliefs may have changed through engaging in key course readings, activities and workshop experiences.

Write a brief recount summarising your reflections in approximately 1500 words maximum. Your written response should include:

- Your overall perceptions, understandings and beliefs of Indigenous health prior to commencing this course and what factors may have influenced those perceptions
- Key insights and new understandings on Indigenous health since commencing the course
- Discussion of key readings, debates and workshop activities that have led to these new insights and understandings and in what ways and for what reasons these have influenced your thinking on Indigenous health at a personal and professional level.

### **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 1-8 and critically reflected on their significance to own understandings
- Provides clear evidence of having engaged with concepts, debates and activities in the workshop and critically reflected on their significance to own understandings
- 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 critical reflection in a concise and logical style.

**Your completed Critical Reflection on Indigenous Health is due for submission on Monday, 21st March 2011. You will receive feedback from Muru Marri regarding your assignment approximately 2 weeks after this date.**

**Assessment 2: Investigative Report.**  
**Tobacco use as a key issue in Indigenous health**

**Due Date: Monday, 18th April 2011**

**Weighting: 45% (approx 2500-3000 words)**

In this second task, use the course notes and readings from Sections 1 – 8 and prepare a report that investigates the health and wellbeing impacts of tobacco use and the potential health benefits of lowering the rate of its use amongst Aboriginal and Torres Strait Islander peoples.

You need to write a paper of 2500-3000 words identifying key determinants of tobacco use and prevention – including social and cultural determinants. You will need to investigate tobacco use as a risk factor of key chronic diseases affecting Aboriginal and Torres Strait Islander peoples, and its interrelationships to other potential risk factors with a particular focus on at least one key health condition. You will also need to investigate specific policies in the area of tobacco control and health promotion and at least one example of an evaluation of a community level tobacco control program.

You will need to independently examine appropriate literature on the social determinants of health to complete this work. It is also recommended that you look at the video clips from ***Scenario Planning – Closing the Gap***, where you will find 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, historical and cultural determinants of Indigenous tobacco use
- Demographic, epidemiological and statistical information relating to the health and wellbeing of Aboriginal and Torres Strait Islander peoples as it relates to tobacco use, with specific reference to one health condition for which tobacco use is a known risk factor, including a brief comment on the data used in your analysis
- Relevant health policies, plans and strategies impacting on Indigenous health and wellbeing, with specific reference to tobacco control

- Example of at least one comprehensive primary health care based program addressing Indigenous tobacco use
- Example of at least one evaluation of a relevant program/strategy addressing Indigenous tobacco use.

### **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 tobacco use amongst Indigenous peoples
- Demonstrates understanding of tobacco use as a key contributor to the Indigenous burden of disease
- Demonstrates understanding of and provides evidence which indicates tobacco use as a risk factor for at least one key health condition affecting Aboriginal and Torres Strait Islander peoples
- Identifies core differences between patterns of tobacco use both within and without the Indigenous population, ie in comparison to non-Indigenous Australians
- Provides a coherent analysis of related social and cultural determinants that are likely to be related to tobacco use and to tobacco control
- 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 2500-3000 words and presented in a scholarly and concise style.

**Your completed Investigative Report is due for submission on Monday, 18<sup>th</sup> April 2011. You will receive feedback from Muru Marri regarding your assignment approximately 2 weeks after this date.**

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### **Assessment 3: Online Discussions and Group Report: Scenario Planning - Closing the Gap.**

**Due Date:** Wednesday, 25<sup>th</sup> May 2011

**Weighting:** 35% (15% for Online Discussions and 20% for Group Report)

This is a group assessment and involves the following components:

1. At the residential 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 submitted by Week 12 of semester
  - View the video, *Ending Indigenous health inequality within our lifetimes* and generate ideas for possible scenarios of the health and wellbeing of Indigenous Australians within a generation 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 as follows:

In the online groups 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 a generation?**
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.

**Please note that with regard to questions 1-4 “What is Close the Gap? ... etc” your online contributions related to these questions will support your group in developing ideas for your final written report. The online discussions (Activities 1-5) on Blackboard will contribute to 15% of your overall grade for the course.**

### **Assessment criteria**

**15% out of the total Assessment 3 allocation of 35% will be for individual contribution online in groups across the semester:**

- 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 the discussion by identifying possible strengths and weaknesses in the material being discussed and by explaining your reasons for identifying those strengths/weaknesses?
- Do you relate your own ideas to those being articulated by others?

**20% out of the total Assessment 3 allocation of 35% will be for the Group Report that is to be submitted in Week 12 on Wednesday, 25th May, that addresses the specific four key questions. Your Group Report will be assessed as a group grade and will be 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 in Week 12 on Wednesday, 25<sup>th</sup> May 2011. You will receive feedback from Muru Marri regarding this project approximately 2 weeks after this date.**

*The written assessment is expected to be your own individual work even if you worked on the assignment in a group or discussed it in your tutorial group. It is essential that you abide by academic standards and that your assignment is not the result of collusion or that of plagiarism. Please see UNSW definition of collusion and plagiarism in the course notes.*

### **Scenario Planning – Closing the Gap**

You will find the video segments for the Assessment 3 task at:  
<http://lectopia.elearning.unsw.edu.au/ilectures/ilectures.lasso?ut=1102>

It will also be linked through UNSW Blackboard.

Just to remind everyone that the podcast segments you use for Assessment 3 must all be referenced. The university's guidelines are at:

<http://libguides.library.uwa.edu.au/content.php?pid=29961&sid=258478>

Our recommended citation for the scenario podcasts are, for example, for *Part 1* ...:

Muru Marri Indigenous Health Unit & Meyer, L. (Producers/Directors). 2009. *Part 1 What led us to this point?* (in italics) [Motion picture]. IN School of Public Health & Community Medicine, The University of New South Wales (Executive Producer), *Ending Indigenous health inequality within our lifetimes* (in italics). Podcast retrieved from UNSW [date]:

<http://lectopia.elearning.unsw.edu.au/ilectures/ilectures.lasso?ut=1102>

You would need to change the segment title for each segment, e.g., *Part 2*, etc .

## 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 UNSW Blackboard should use the cover sheet available in UNSW Blackboard.

- 2 **External Students:**  
Electronic submission: Students **submitting assignments electronically** either via email or preferably UNSW Blackboard 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  
2<sup>nd</sup> 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 submitted electronically will be returned as hard copy by mail. Marked assignments for external students who have NOT submitted their assignment electronically will also be returned by mail.

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## 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.**

## 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:

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>

**Please note the preferred style for this course is APA style.** We apologise that the references within these course notes are not yet consistently formatted in APA style. This is a task that will be addressed in iterations to follow.

## 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](http://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.**

## 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](http://www.its.unsw.edu.au/policies/policies_home.html)

### **UNSW IT Service Desk (UNSW Blackboard support)**

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: <http://www.it.unsw.edu.au/index.html>  
Tel: +61 (2) 9385 1333  
Email: [itservicecentre@unsw.edu.au](mailto: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, and
- by providing advice on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://www.library.unsw.edu.au/>  
Postgraduate Services: <http://www.library.unsw.edu.au/servicesfor/PGandH.html>  
Tel: 02 9385 2650  
Location: UNSW Library, Level 3 Service Desk

For assistance with literature searching, book a research consultation by filling in the online form at:

<http://libraryinfounsw.altarama.com/ref100.aspx?mi=zx2qrUgYzU2LDbaOhuOnMQ>

## Library resources

### Research Consultations for Postgraduates

The Library 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://www.library.unsw.edu.au/servicesfor/academic/rescon.html>

### Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program. It is **highly recommended** that you complete these tutorials and get familiar with the resources available prior to commencing your studies and assignments. <http://elise.library.unsw.edu.au/home/welcome.html>

### Online Information Skills Tutorial – ELISE Plus

This 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. This tutorial is designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. Entering coursework students should complete the ELISE quiz:

<http://eliseplus.library.unsw.edu.au/>

### The ELISE postgraduate tutorial – ELISE Advanced

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. <http://pgelise.library.unsw.edu.au/>

### 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://subjectguides.library.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.healthinfolnet.ecu.edu.au>

### **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/Current%20Students>

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](mailto:postgrad-sphcm@unsw.edu.au)

## **Other matters**

Occupational Health & Safety:

[http://www.hr.unsw.edu.au/ohswc/ohswc\\_home.html](http://www.hr.unsw.edu.au/ohswc/ohswc_home.html)

Complaints procedures:

<https://my.unsw.edu.au/student/atoz/Complaints.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
<b>0</b> 21/1/11 – 26/1/11	Attend Residential Workshop <b>Monday, 21<sup>st</sup> February and Tuesday, 22<sup>nd</sup> February</b> (Course Overview)	Please take the opportunity to scan Sections 1-8 before attending workshop
<b>1</b> 28/2/11 – 4/3/11	Continue reading Course Notes (Sections 1-2) <i>Go online and introduce yourself to your group</i>	We strongly advise keeping a journal of your reflections while reading
<b>2</b> 7/3/11 – 11/3/11	Continue reading Course Notes (Sections 3-4) <b>Respond to first small group questions ie Online Activity 1</b>	<b>Online Activities 1-5 are part of your assessment for Assessment 3</b>
<b>3</b> 14/3/11 – 18/3/11	Continue reading Course Notes (Sections 5-6) <i>Continue Online Activity 1</i>	
<b>4</b> 21/3/11 – 25/3/11	Review Course Notes <b>Respond to second small group questions ie Online Activity 2</b>	<b>Submit Assessment 1 Monday, 21<sup>th</sup> March Online Activities 1-5 are part of your assessment for Assessment 3</b>
<b>5</b> 28/3/11 – 2/4/11	Continue reading Course Notes (Sections 7-8) <i>Continue Online Activity 2</i>	<i>Census date, Thursday, 31<sup>st</sup> March</i>
<b>6</b> 4/4/11 – 15/4/11	Review Course Notes <b>Respond to third small group questions ie Online Activity 3</b>	<b>Online Activities 1-5 are part of your assessment for Assessment 3</b>
<b>7</b> 11/4/11 – 15/4/11	Review Course Notes <i>Continue Online Activity 3</i>	
<b>8</b> 18/4/11 – 21/4/11	Review Course Notes <b>Respond to fourth small group questions ie Online Activity 4</b>	<b>Submit Assessment 2 Monday, 18<sup>th</sup> April</b>
<b>Mid-session break 22 April – 1 May 2011</b>		
<b>9</b> 2/5/11 – 6/5/11	Continue reading Course Notes (Sections 9-10) <i>Continue Online Activity 4</i>	<b>Online Activities 1-5 are part of your assessment for Assessment 3</b>
<b>10</b> 9/5/11 – 13/5/11	Review Course Notes <i>Commence Online Activity 5</i>	

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<b>Weeks</b>	<b>Key Tasks</b>	<b>Assessment</b>
<b>11</b> 16/5/11- 20/5/11	<i>Continue Online Activity 5</i>	
<b>12</b> 23/5/11 – 27/5/11	<b>Submit Assessment 3</b>	<b>Submit Assessment 3 Wednesday, 25<sup>th</sup> May</b>
<b>13</b> 30/5/11 – 3/6/11	Agree to a date for an online plenary	<b>Action: ALL</b>