School of Medicine

MEDI946: The Social and Emotional Wellbeing of Aboriginal Australians

Subject Outline
Autumn, 2016
Distance
Wollongong

Subject Information
Credit Points: 6
Pre-requisite(s): Nil
Co-requisite(s): MEDI843
Restrictions: Entry on advice from Postgraduate Coordinator only
Contact Hours: N/A

Subject Contacts
Subject Coordinator/Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Ms Debra Hocking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Building 28, Room G07A</td>
</tr>
<tr>
<td>Telephone</td>
<td>0417074696</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:debra_hocking@uow.edu.au">debra_hocking@uow.edu.au</a></td>
</tr>
<tr>
<td>Consultation mode and times</td>
<td>Email for appointment</td>
</tr>
</tbody>
</table>

Student Support and Advice
For general enquiries please contact StudentHub 41:

Location: 41.138B
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
Student Consultation and Communication
University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication:

Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.

Consider what the communication is about
- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue
- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy
- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid ‘text-speak’ abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.
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Section A: General Information

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. describe the context of social and emotional wellbeing for Aboriginal Australians;
2. analyse the degree of trauma experienced by Aboriginal Australians;
3. discuss the concept of trauma informed practice;
4. analyse the historical, sociological and political forces that have impacted on Aboriginal Australians;
5. describe the concept of healing for Aboriginal Australians.

Subject Description

This subject provides a focus on the links between family and health, the role of Indigenous women in particular, and other relevant cultural, historical and social factors. Through analysis of the evidence published in the most recent Social Justice Report and the Overcoming Indigenous Disadvantage Report, participants will develop a comprehensive understanding of how culture and public health interact.

Graduate Qualities

The University of Wollongong has developed five graduate qualities (http://www.uow.edu.au/student/qualities/index.html), which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities will be enhanced by their participation in this subject:

1. **Informed**: Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.

2. **Independent learners**: Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.

3. **Problem solvers**: Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.

4. **Effective communicators**: Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.

5. **Responsible**: Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf

Lecture, Tutorial, Laboratory Times

N/A

Timetable information can be accessed from http://www.uow.edu.au/student/timetables/info/index.html

Key University Dates can be accessed from http://www.uow.edu.au/student/dates/index.html
Readings, References and Materials

Textbooks
The following text(s) will need to be purchased by students enrolled in this class.

Hampton R, Toombs, M. 2013, *Indigenous Australians and Health; the Wombat in the Room*
Oxford University Press Australia and New Zealand

Prescribed Readings (includes eReadings)
Please refer to Moodle site.

Materials
Nil

Recommended Readings
Please refer to Moodle site. Recommended readings are not intended as an exhaustive list, students should use the Library catalogue and databases to locate additional resources.

Recent Changes to this Subject
Nil

Timetable of Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Topics</th>
<th>Assessment Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29/2/2016</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7/3/2016</td>
<td>Definition of Social and Emotional Well-being for Aboriginal Australians</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>14/3/2016</td>
<td>Access to Mental Health Services</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>21/3/2016</td>
<td>Communication for Working with Indigenous Australians</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28/3/2016</td>
<td>Primary Health Care</td>
<td>Assignment One Due Friday 8/04/16</td>
</tr>
<tr>
<td>6</td>
<td>4/4/2016</td>
<td>Physical Health Care</td>
<td>Assignment Two Due Friday 13/05/16</td>
</tr>
<tr>
<td>7</td>
<td>11/4/2016</td>
<td>Nutrition and Diet</td>
<td>Study Recess</td>
</tr>
<tr>
<td>8</td>
<td>18/4/2016</td>
<td>Disability</td>
<td></td>
</tr>
</tbody>
</table>

*Mid-Session Recess

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Topics</th>
<th>Assessment Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>2/5/2016</td>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>9/5/2016</td>
<td>Reading week</td>
<td>Assignment Two Due Friday 13/05/16</td>
</tr>
<tr>
<td>11</td>
<td>16/5/2016</td>
<td>Substance Abuse and Self-Harm</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>23/5/2016</td>
<td>Allied Health</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>30/5/2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The above timetable should be used as a guide only, as it is subject to change. Students will be advised of any changes as they become known.*
Section B: Assessment

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Return/Feedback Due Dates</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Media Journal</td>
<td>Friday 8/04/16 (Week 6)</td>
<td>Within 21 days of due date</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Essay</td>
<td>Friday 13/05/16 (Week 10)</td>
<td>Within 21 days of due date</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total Marks 100%</td>
</tr>
</tbody>
</table>

Details of Assessment Tasks

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.

Assessment 1: Media Journal

Due date: Friday 8/04/16 (Week 6)

Weighting: 40%

Submission:
Submit an electronic copy of your assessment via upload to eLearning using the Moodle Drop Box (information about processes for submission will be available in the Assessment Information section of the eLearning site).

AND
Submit a hardcopy via Post to subject coordinator (Refer to the submission of assessments section for information regarding postal submission).

Type of Collaboration: Individual Assessment

Length: 2,500 Words

Details:
This assignment involves the collection and analysis of media material on a current Indigenous issue with related impact on health. Students are required to link contemporary issues as presented in the media with those discussed in tutorials and in the readings. Guidelines below:

1. Identify a relevant and appropriate issue from the subject topics.
2. Collect a minimum of 6 items – this can include newspaper articles, editorials, cartoons, Letters to the Editor, magazine articles and Internet articles. The sources will need to be local, interstate and possibly international.
3. Summarise key issue(s) in the material collected (attach to assignment).
4. Link material to various models and approaches investigated in the subject.
5. Discuss how the material might affect the current debate on the issue.
6. Discuss your position and views on the issue as it presented and explore other perspectives.

You will need to read widely on the issue, including books, journal articles and government reports.

Refer to marking guide at the end of this Subject Outline.

Attach the Assignment Cover Sheet to the Front of the Assignment.
Attach the Marking Guide after the Reference List.

Style and format: essay

Subject Learning Outcomes: 1-5

Marking Criteria: The marking criteria will be made available on your eLearning site by week 2 of session.
<table>
<thead>
<tr>
<th>Assessment 2</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>Friday 13/05/16 (Week 10)</td>
</tr>
<tr>
<td>Weighting</td>
<td>60%</td>
</tr>
<tr>
<td>Submission</td>
<td>Submit an electronic copy of your assessment via upload to eLearning using the Moodle Drop Box (information about processes for submission will be available in the Assessment Information section of the eLearning site). AND Submit a hardcopy via Post to subject coordinator (Refer to the submission of assessments section for information regarding postal submission)</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>2,500 Words</td>
</tr>
</tbody>
</table>
| Details     | Select one (1) of the following essay questions:  
1. In the Australian context, how might differences in Indigenous and non-Indigenous worldviews affect concepts of mental health and treatment of illness?  
OR  
2. Describe the key elements in the process of colonisation, which have had adverse effects on the mental health of Indigenous societies. Refer to Australia and one or two other countries.  
OR  
3. Briefly outline the main mental health policy approaches taken by State and Federal governments to Indigenous people. Select two or three of these policy approaches and list some possible consequences for health.  
OR  
4. Choose one contemporary Indigenous mental health issue and critically analyse the key elements and factors, which contribute to and impact on it. Compare this with one other Indigenous population from either North America or New Zealand.  
OR  
5. Describe and comment on the adaptation of primary health care in the Indigenous community health context in Australia.  
NB. Feel free to choose or adapt any topic for the essay. This can be negotiated with the subject lecturer and has to fit in with the content of the subject. It is expected that your essay topic will be different to those chosen for the first assessment task. It is also expected that each assignment will have an Indigenous health focus or context even if this is not specifically stated in the assignment question. If you are unsure as to appropriate format for written assignments, please check with the subject coordinator. Please refer to the assessment handbook. |
| Style and format | Essay |
| Subject Learning Outcomes | 1-5 |
| Marking Criteria | The marking criteria will be made available on your eLearning site by week 2 of session. |
Minimum Requirements for a Pass in this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The minimum performance requirements for this subject are:

- attempt all assessment tasks
- pass all assessment tasks

Minimum Student Attendance and Participation

It is expected that students will allocate 12 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks.

Student attendance at tutorials is compulsory.

Scaling

Scaling will not occur in this subject.

Late Submission

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

Late Submission Penalty

Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is: the total possible marks x 0.05 x number of days late. For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

For example:

- Student A submits an assessment which is marked out of 100. The assessment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The assessment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assessment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).
- Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ((20 x 0.05 x 3). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

No marks will be awarded for work submitted either after the assessment has been returned to the students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.
System of Referencing Used for Written Work

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: http://public01.library.uow.edu.au/refcite/style-guides/html/

Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

Plagiarism

The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

"The University's Academic Integrity and Plagiarism Policy, Faculty Handbooks and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. This is considered academic misconduct and students place themselves at risk of being expelled from the University."

Submission of Assessments

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assessments in the event that re-submission is required.

Assessment Return

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.
Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

University Policies

Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment

b. Student Charter

c. Academic Integrity and Plagiarism Policy

d. Student Academic Consideration Policy

e. Course Progress Policy

f. Graduate Qualities Policy

g. Academic Complaints Policy (Coursework and Honours Students)

h. Policy and Guidelines on Non-Discriminatory Language Practice and Presentation

i. Intellectual Property Policy

j. IP Student Assessment of Intellectual Property Policy, where relevant

k. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students

Student Support Services and Facilities

Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University, “Help at University” as well as information and support on “Career’s and Jobs”. http://www.uow.edu.au/student/services/index.html

Student Etiquette

Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at http://www.uow.edu.au/student/elearning/netiquette/index.html
### Version Control Table

<table>
<thead>
<tr>
<th>Version Control</th>
<th>Release Date</th>
<th>Author/Reviewer</th>
<th>Approved By</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20151104</td>
<td>Ms Debra Hocking – Subject Coordinator</td>
<td>Mrs Sonia Losinno – ADE Nominee</td>
<td>Final 2016 MEDI946 Autumn Subject Outline</td>
</tr>
</tbody>
</table>