



## UNSW Course Outline

# PHCM1001 International Indigenous Health - 2024

Published on the 25 Aug 2024

## General Course Information

Course Code : PHCM1001

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Medicine and Health

Academic Unit : School of Population Health

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course aims to develop student's understanding of core concepts in the health and well-being of Indigenous peoples worldwide, with particular focus on the Aboriginal and Torres Strait Islander peoples in Australia and Indigenous peoples in United States (or the Americas more

broadly). The course highlights the differences in distribution of disease and health disparities between Indigenous and non-Indigenous peoples and develops an understanding of underlying interrelated physical, psycho-social, cultural and other determinants of Indigenous peoples' health. Students will be provided with examples of evidence-based research and health practice to learn about the ways in which Indigenous health and well-being can be supported.

## Course Aims

The course aims to:

- Cover contextual and historical foundations of Indigenous peoples' health.
- Provide greater understanding of the health disparities between Indigenous and non-Indigenous peoples.
- Highlight the importance of a rights-based approach and self-determination to Indigenous health.
- Discuss government policies that impact upon the health outcomes of Indigenous populations, and
- Assess programs and strategies designed to address and promote health and wellbeing.

## Relationship to Other Courses

Assistance with progression checking:

If you are unsure how this course fits within your program, you can seek guidance on optimising your program structure, from staff at the [Nucleus Student Hub](#).

Progression plans for UNSW Medicine and Health programs can be found on the [UNSW Medicine & Health website](#).

# Course Learning Outcomes

Course Learning Outcomes
CL01 : Describe the impacts of contemporary and historical socioeconomic contexts, including colonialism and government policies, on current disease patterns, determinants of health and cultures of Indigenous populations.
CL02 : Recognise Indigenous perceptions of health and wellbeing.
CL03 : Compare key health indicators and demographic characteristics between Indigenous populations and non-Indigenous populations.
CL04 : Recognise common issues that affect Indigenous people in different countries, as well as unique issues specific to each geographic, historical and cultural context.
CL05 : Discuss a range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Indigenous populations.
CL06 : Discuss what is meant by a strengths-based, empowerment approach and recognise the significance of the movement towards community-control and self-determination in the delivery of Indigenous health care.
CL07 : Draw comparisons between Indigenous populations worldwide in terms of the impacts of colonisation, experience of health inequities, and importance of culturally-sensitive community-based practices in promoting Indigenous health and wellbeing.
CL08 : Reflect on their own assumptions, culture, beliefs and attitudes of Indigenous peoples' health and wellbeing.

Course Learning Outcomes	Assessment Item
CLO1 : Describe the impacts of contemporary and historical socioeconomic contexts, including colonialism and government policies, on current disease patterns, determinants of health and cultures of Indigenous populations.	<ul style="list-style-type: none"> <li>• Reflective Blog</li> <li>• Online discussion forum</li> <li>• Group Wiki page</li> <li>• Report focused on improving Indigenous health</li> </ul>
CLO2 : Recognise Indigenous perceptions of health and wellbeing.	<ul style="list-style-type: none"> <li>• Reflective Blog</li> <li>• Online discussion forum</li> <li>• Group Wiki page</li> <li>• Report focused on improving Indigenous health</li> </ul>
CLO3 : Compare key health indicators and demographic characteristics between Indigenous populations and non-Indigenous populations.	<ul style="list-style-type: none"> <li>• Reflective Blog</li> <li>• Online discussion forum</li> <li>• Group Wiki page</li> <li>• Report focused on improving Indigenous health</li> </ul>
CLO4 : Recognise common issues that affect Indigenous people in different countries, as well as unique issues specific to each geographic, historical and cultural context.	<ul style="list-style-type: none"> <li>• Reflective Blog</li> <li>• Online discussion forum</li> <li>• Group Wiki page</li> <li>• Report focused on improving Indigenous health</li> </ul>
CLO5 : Discuss a range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Indigenous populations.	<ul style="list-style-type: none"> <li>• Reflective Blog</li> <li>• Online discussion forum</li> <li>• Group Wiki page</li> <li>• Report focused on improving Indigenous health</li> </ul>
CLO6 : Discuss what is meant by a strengths-based, empowerment approach and recognise the significance of the movement towards community-control and self-determination in the delivery of Indigenous health care.	<ul style="list-style-type: none"> <li>• Reflective Blog</li> <li>• Online discussion forum</li> <li>• Report focused on improving Indigenous health</li> </ul>
CLO7 : Draw comparisons between Indigenous populations worldwide in terms of the impacts of colonisation, experience of health inequities, and importance of culturally-sensitive community-based practices in promoting Indigenous health and wellbeing.	<ul style="list-style-type: none"> <li>• Reflective Blog</li> <li>• Online discussion forum</li> <li>• Report focused on improving Indigenous health</li> </ul>
CLO8 : Reflect on their own assumptions, culture, beliefs and attitudes of Indigenous peoples' health and wellbeing.	<ul style="list-style-type: none"> <li>• Reflective Blog</li> <li>• Online discussion forum</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

# Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle.

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the ['Acceptable Use of UNSW ICT Resources'](#) policy particularly on respect for intellectual property and copyright, legal and ethical use of ICT resources and security and privacy.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflective Blog Assessment Format: Individual Short Extension: Yes (2 days)	20%	Start Date: Not Applicable Due Date: A1 Part 1 Tue 8 Oct @12pm (Sydney time), A1 Part 2 Mon 18 Nov @12pm (Sydney time)
Online discussion forum Assessment Format: Individual Short Extension: Yes (2 days)	20%	Start Date: Not Applicable Due Date: A2 Part 1 Tue 8 Oct @12pm (Sydney time), A2 Part 2 Mon 18 Nov @12pm (Sydney time)
Group Wiki page Assessment Format: Group	25%	Start Date: 22/09/2024 12:00 PM Due Date: 27/10/2024 12:00 PM
Report focused on improving Indigenous health Assessment Format: Individual Short Extension: Yes (2 days)	35%	Due Date: 22/11/2024 12:00 PM

## Assessment Details

### Reflective Blog

#### Assessment Overview

This is a continuous assessment task requiring you to contribute to online blog entry throughout the term. The reflective blog provides you with an individual space where you can reflect and articulate your own understandings, assumptions and developing understandings on International Indigenous Health.

Written feedback will be based on course learning outcomes and the extent to which you respond to the task against specific assessment rubric provided in the course.

More details on this task are provided on your course Moodle site.

## **Course Learning Outcomes**

- CL01 : Describe the impacts of contemporary and historical socioeconomic contexts, including colonialism and government policies, on current disease patterns, determinants of health and cultures of Indigenous populations.
- CL02 : Recognise Indigenous perceptions of health and wellbeing.
- CL03 : Compare key health indicators and demographic characteristics between Indigenous populations and non-Indigenous populations.
- CL04 : Recognise common issues that affect Indigenous people in different countries, as well as unique issues specific to each geographic, historical and cultural context.
- CL05 : Discuss a range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Indigenous populations.
- CL06 : Discuss what is meant by a strengths-based, empowerment approach and recognise the significance of the movement towards community-control and self-determination in the delivery of Indigenous health care.
- CL07 : Draw comparisons between Indigenous populations worldwide in terms of the impacts of colonisation, experience of health inequities, and importance of culturally-sensitive community-based practices in promoting Indigenous health and wellbeing.
- CL08 : Reflect on their own assumptions, culture, beliefs and attitudes of Indigenous peoples' health and wellbeing.

## **Detailed Assessment Description**

A reflective blog is a space where you can openly explore and identify your thoughts and feelings as they occur throughout the course. This space will allow you to develop your skills in reflectivity and critical reflection, these are key skills to develop within public health. As you come across new concepts, knowledges and engage with often confronting information, it is important to be able to rationalize, or make sense of what you are learning. The reflective blog is an opportunity to raise thoughts you may not want to share with the larger group, ask difficult questions, or share your insights.

*Your reflective blog will be assessed twice during the course: Once after Week 4, and once after Week 10.*

*You must post each week.*

***Detailed information about this assessment will be provided on the course Moodle page.***

## **Assessment Length**

250 to 300 words

## **Submission notes**

Refer to Moodle for submission information

## Assessment information

*All additional information can be found in Moodle*

## Assignment submission Turnitin type

Not Applicable

## Generative AI Permission Level

### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Online discussion forum**

### Assessment Overview

This is a continuous assessment task requiring you to contribute to online discussion forums throughout the term. This online peer-led discussion forum assessment aims to facilitate ongoing engagement with the course material and synthesis of concepts. It provides a structured opportunity to reflect on your learning in this course as a peer group. It also aims to encourage collaboration and an opportunity to share ideas and exchange information and develop and maintain a sense of community.

You are expected to contribute to all online discussion forums and your mark will reflect the consistency and the quality of your contributions as both a moderator and a contributor. The quality of your contributions will be assessed across the criteria in the grading rubric provided on Moodle. This includes the quality of the content of your posts and the quality of your interaction with others in your group. The marking rubric is provided to guide you on the standards expected for different grades for this assessment task.

Written feedback will be based on course learning outcomes and the extent to which you

respond to the task against specific assessment rubric provided in the course.

More details on this task are provided on your course Moodle site.

### **Course Learning Outcomes**

- CL01 : Describe the impacts of contemporary and historical socioeconomic contexts, including colonialism and government policies, on current disease patterns, determinants of health and cultures of Indigenous populations.
- CL02 : Recognise Indigenous perceptions of health and wellbeing.
- CL03 : Compare key health indicators and demographic characteristics between Indigenous populations and non-Indigenous populations.
- CL04 : Recognise common issues that affect Indigenous people in different countries, as well as unique issues specific to each geographic, historical and cultural context.
- CL05 : Discuss a range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Indigenous populations.
- CL06 : Discuss what is meant by a strengths-based, empowerment approach and recognise the significance of the movement towards community-control and self-determination in the delivery of Indigenous health care.
- CL07 : Draw comparisons between Indigenous populations worldwide in terms of the impacts of colonisation, experience of health inequities, and importance of culturally-sensitive community-based practices in promoting Indigenous health and wellbeing.
- CL08 : Reflect on their own assumptions, culture, beliefs and attitudes of Indigenous peoples' health and wellbeing.

### **Detailed Assessment Description**

Throughout the course, you are expected to participate in fortnightly discussion forums. Our discussion forums are open in fortnightly blocks. Each fortnight you will be required to post during that fortnight period.

Your reflective blog will be assessed twice during the course: Once after Week 4, and once after Week 10.

***Detailed information about this assessment will be provided on the course Moodle page***

### **Assessment Length**

200 words per post

### **Submission notes**

Refer to Moodle for submission information

### **Assessment information**

**Your discussion forum participation will be formally assessed by your course convenors twice**



during the course: Once after Week 5, and once after Week 10.

Part1: (Covers Weeks 1-4)

Part 2: (Covers Weeks 5-10)

*Detailed information about this assessment will be provided on the course Moodle page.*

#### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Generative AI Permission Level

##### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

#### **Group Wiki page**

##### Assessment Overview

During this assignment, you will work on a designated project in a team of 3-4 peers. Each group will be asked to prepare a group Wiki page on a specific health issue affecting Indigenous peoples (options provided).

When creating a Wiki page about a health problem related to Indigenous health, it's crucial to include several key elements. These include:

1. Information related to the health problem.
2. An explanation of why it's important to Indigenous health.
3. Description of key risk factors.
4. Analysis of the social and psychological consequences of this issue on Indigenous families

and communities.

5. Discussion of an example program that addresses this health issue, using supporting evidence throughout the page.

Each group will receive written feedback based on a rubric designed for this assessment. Further details on these tasks (including the rubric) are provided on your course Teams/Open Learning site.

More details on this task are provided on your course Moodle site.

### **Course Learning Outcomes**

- CL01 : Describe the impacts of contemporary and historical socioeconomic contexts, including colonialism and government policies, on current disease patterns, determinants of health and cultures of Indigenous populations.
- CL02 : Recognise Indigenous perceptions of health and wellbeing.
- CL03 : Compare key health indicators and demographic characteristics between Indigenous populations and non-Indigenous populations.
- CL04 : Recognise common issues that affect Indigenous people in different countries, as well as unique issues specific to each geographic, historical and cultural context.
- CL05 : Discuss a range of health promotion, primary health care and human rights strategies and principles designed to improve health and wellbeing of Indigenous populations.

### **Detailed Assessment Description**

#### **Group work collaboration**

You will work in small groups of around 3-6 students and will be collaborating on this task using the available tools within the wiki and a group discussion forum (Microsoft Teams) that will be set up just for your group.

#### **Wiki resources**

You will find a guide on how to use the wiki on Moodle outlining the philosophy of wiki collaboration and suggesting ways to approach the task as a group, how to post, edit and comment on others' work in your group wiki.

***Detailed information about this assessment will be provided on the course Moodle page***

### **Submission notes**

Refer to Moodle for submission information

## Assessment information

### Key Dates and suggested working guide

#### Week 2

- Allocate group to Moodle

#### Weeks 2 - 7 (see modules 1 and 2)

- **Description of your chosen group of Indigenous people (750 words, excluding references)**
- Provide a succinct and clear summary including information about cultural and language groups, lands, demographics, history and concepts of health and wellbeing.

#### Weeks 3 - 7 (see module 3)

- **Summary of health status (750 words, excluding references)**
- A summary of health status, including measures of health status, health inequities relative to a relevant reference population, and common and significant health conditions.

#### Weeks 4 -7 (see modules 4 and 5)

- **Social and historical determinants of health (750 words, excluding references)**
- A summary of key social and historical determinants of health relevant to your chosen group of Indigenous people.

***\*\*Informal feedback on your wiki progress will be provided by the Course Convenor in week 4, directly on your wiki pages.\*\****

#### Week 7

- **Contribution statements.**
- Outline your individual contributions to the wiki
- ***Complete final edit of wiki page ready for upload for whole class.***

## Assignment submission Turnitin type

Not Applicable

## Generative AI Permission Level

### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

### **Report focused on improving Indigenous health**

#### Assessment Overview

As an individual assessment task due at the end of term, you must produce a structured report that explores a significant health issue affecting a specific group of Indigenous people. In this report, you should also outline one or more public health responses used to address the identified health issue. By completing this assignment, you will be demonstrating your ability to research and analyze health issues affecting Indigenous populations and evaluate potential public health interventions. It should include a description of one or more areas of public health action, that could include policies or strategies, advocacy activities or programs to address the issue.

You will need to consider the:

- Contextual information about the group of Indigenous people chosen.
- Key measures that demonstrate the significance of impacts of the selected health issue on Indigenous health and wellbeing.
- Historical, social and other determinants of health, including how they relate to the chosen health issue.

Written feedback will be based on course learning outcomes and the extent to which you respond to the task against specific assessment criteria provided in the course.

More details on this task are provided on your course Moodle site.

## **Course Learning Outcomes**

- CL01 : Describe the impacts of contemporary and historical socioeconomic contexts, including colonialism and government policies, on current disease patterns, determinants of health and cultures of Indigenous populations.
- CL02 : Recognise Indigenous perceptions of health and wellbeing.
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- CL06 : Discuss what is meant by a strengths-based, empowerment approach and recognise the significance of the movement towards community-control and self-determination in the delivery of Indigenous health care.
- CL07 : Draw comparisons between Indigenous populations worldwide in terms of the impacts of colonisation, experience of health inequities, and importance of culturally-sensitive community-based practices in promoting Indigenous health and wellbeing.

## **Detailed Assessment Description**

***Detailed information about this assessment will be provided on the course Moodle page.***

## **Assessment Length**

1800 words

## **Submission notes**

Refer to Moodle for submission information

## **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **Generative AI Permission Level**

### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## General Assessment Information

Detailed instructions regarding assessments for this course are provided on the course Moodle page.

For student information on results, grades, and guides to assessment see: <https://student.unsw.edu.au/assessment>

### Adopting a critical approach to your assignments

It is important that you adopt a critical approach to the material that you source for assignments, to the required readings, and to other resources you are presented with during the course. Think about and evaluate the material which you are reading and which you are presenting in assignments. Attempt to cast aside your assumptions and biases and attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this.

### Referencing

School of Population Health requires students to use either APA or Vancouver referencing styles for all assignments for this course.

It is your responsibility to learn either APA or Vancouver referencing and use it consistently to acknowledge sources of information (citing references). Failure to reference correctly may limit marks to PS or below. Guidelines for acknowledging sources of information can be found on the following websites:

- UNSW Library: <http://subjectguides.library.unsw.edu.au/elise>
- UNSW Academic Skills and Support: <https://student.unsw.edu.au/skills>

### Word limits

All word limits are to be strictly adhered to (i.e. there is no 10% leeway). Word limits include all text (e.g. headings, title, main text) and exclude tables and figures, in-text citations (if you are using APA) and reference lists. Exceptions may apply. Please refer to your individual task description for exceptions.

### Turnitin

All written assessment tasks in courses in the School of Population Health use Turnitin. Turnitin is a similarity and generative AI detection software that enables assignments to be checked against the submitted assignments of other students using Turnitin, as well as the internet. If you are unfamiliar with the Turnitin software, a demonstration can be found at: <https://student.unsw.edu.au/turnitin>

### Originality and Generative AI reports

In School of Population Health courses, access to the originality report of your submission through Turnitin is available to you. Students do not have access to the Generative AI report.

In School of Population Health course, you are permitted to resubmit until the assignment due date (each file uploaded overwrites the previous version). This will help you in self-reviewing and revising your submission until the due date. **No resubmissions will be allowed after the due date and time of the assignment.** Therefore, draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version.

**IMPORTANT:** there are delays in the availability of subsequent Originality reports. For more details, see <https://www.student.unsw.edu.au/turnitin>

### Grading and feedback

You will be provided with feedback on your assignment via Moodle. You will be marked according to the marking assessment criteria listed for that specific assessment task. The aim of any academic feedback for an assessment task is not only to grade your work. Importantly, it is also to help you to identify your strengths and weaknesses, and how you can improve and progress in your studies and professional abilities.

In addition to feedback, you will receive a mark that reflects the overall quality of the work you have submitted across the marking criteria. The marking criteria for assessments in this course are provided on Moodle.

Please note these grading criteria are:

- Not intended to be a **rigid formula** for interpreting your result. The descriptive criteria for each grade provides the basis for consistent standards within and across our courses while still embracing academic judgement on how well you have achieved the standard required.
- Applied to **each assessment** task within a course. That is, the grading policy is used with each assessment task specified for a course. Your final grade for a course is dependent on the combined sum of the grades across the number of specified assessment tasks.

- Based on a **criterion-referenced assessment**. That is grades are awarded on how well a student meets the standard required for a particular assessment task, not on how well they do compared to other students in the course.

## Feedback on assessment and review of results

If you believe the mark you've received for an assessment task doesn't reflect your performance you should first check you have grounds to seek a review: <https://student.unsw.edu.au/results>

In the first instance, you should discuss your performance with your Course Convenor. In your communication, you should clearly outline the reasons you are seeking clarification and do so against the marking criteria for the assessment.

Students may also formally apply to have their results reviewed. An application, which includes a justification for the review must be submitted through The Nucleus (<https://student.unsw.edu.au/results>) **within 5 days** of receiving the result. A review of results may result in an increase or decrease in marks.

## Grading Basis

Standard

## Requirements to pass course

Detailed instructions regarding assessments for this course are provided on the course Moodle page.

In order to pass this course students must:

- Achieve a composite grade of at least 50 out of 100
- Meet any additional requirements specified in the assessment details section and on Moodle.

Please note these grading criteria are:

- Not intended to be a rigid formula for interpreting your result. The descriptive criteria for each grade provides the basis for consistent standards within and across our courses while still embracing academic judgement on how well you have achieved the standard required.
- Applied to **each assessment task** within a course. That is, the grading policy is used with each assessment task specified for a course. Your final grade for a course is dependent on the combined sum of the grades across the number of specified assessment tasks.
- Based on a criterion-referenced assessment. That is grades are awarded on ***how well a student meets the standard required for a particular assessment task***, not on how well they do



compared to other students in the course.

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Module	Introducing Indigenous peoples
Week 2 : 16 September - 22 September	Module	Indigenous health inequities
Week 3 : 23 September - 29 September	Module	Indigenous health status in Australia and internationally
Week 4 : 30 September - 6 October	Module	Social determinants of Indigenous health
Week 5 : 7 October - 13 October	Module	History and Indigenous health
Week 6 : 14 October - 20 October	Other	Student Well-being week
Week 7 : 21 October - 27 October	Module	Guiding principles for public health action and primary health care
Week 8 : 28 October - 3 November	Module	Taking action: Food security
Week 9 : 4 November - 10 November	Module	Taking action: Injury prevention and incarceration
Week 10 : 11 November - 17 November	Module	Taking action: Environment and Indigenous health

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

The times and locations of classes can be found on [myUNSW](#) under Class Timetable.

Students enrolled in online courses should also refer to Moodle as some classes are not centrally timetabled (e.g., workshops) and will not appear on the timetable website.

The expected engagement for all UNSW 6UOC courses is 150 hours per term. This includes lectures, tutorials, readings, and completion of assessments and exam preparation (of relevant).

## Course Resources

### Prescribed Resources

Prescribed resources can be found in Moodle in each week, with links to Leganto.

### Recommended Resources

Recommended resources for this course are provided on the course Moodle page.

**ENDNOTE:** As a UNSW student Endnote is freely available to you. If you don't already use Endnote you are recommended to download it and learn it now: <https://www.myit.unsw.edu.au/software-students>

You can find details about Endnote training here: <https://www.library.unsw.edu.au/research/support-for-your-research/managing-references>

## Additional Costs

There are no additional costs associated with this course.

## Course Evaluation and Development

Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

We use student feedback from myExperience surveys to develop and make improvements to the course each year. We do this by identifying areas of the course that require development from both the rating responses and written comments. Please spare a few minutes to complete the myExperience surveys for this course posted at the top of the Moodle page at the end of term.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Nellie Pollard-Wharton		Kensington Campus - Sydney		By appointment and requests via email	No	Yes

## Other Useful Information

### Academic Information

As a student of UNSW Medicine & Health you are expected to familiarise yourself with the contents of this course outline and the UNSW Student Code and policies and procedures related to your studies.

### Student Code of Conduct

Throughout your time studying at UNSW Medicine & Health, you share a responsibility with us for maintaining a safe, harmonious and tolerant University environment. This includes within the courses you undertake during your degree and your interactions with the UNSW community, both on campus and online.

The [UNSW Student Code of Conduct](#) website provides a framework for the standard of conduct

expected of UNSW students with respect to both academic integrity and your responsibility as a UNSW citizen.

Where the University believes a student may have breached the code, the University may take disciplinary action in accordance with the [Student Misconduct Procedure](#).

The [Student Conduct and Integrity Office](#) provides further resources to assist you to understand your conduct obligations as a student at UNSW.

## Academic Honesty and Plagiarism

### Academic integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to the principle of academic integrity, and ethical scholarship of learning is fundamental to your success at UNSW Medicine & Health.

Plagiarism, contract cheating, and inappropriate use of generative AI undermine academic integrity and are not tolerated at UNSW. For more information see the [Academic Integrity and Plagiarism toolkit](#).

In addition to the information you are required to review in your [ELISE training](#), UNSW Medicine & Health strongly recommends that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task.

### Referencing

Referencing is a way of acknowledging the sources of information that you use to research your assignments. Preferred referencing styles vary among UNSW Medicine & Health disciplines, so check your course Learning Management System (e.g. Moodle or Open Learning) page for information on preferred referencing styles.

For further information on referencing support and styles, see the Current Student [Referencing page](#).

### Academic misconduct and plagiarism

At UNSW, academic misconduct is managed in accordance with the [Student Misconduct](#)

[Procedure](#). Allegations of plagiarism are generally handled according to the [UNSW Plagiarism Management Procedure](#). Plagiarism is defined in the [UNSW Plagiarism Policy](#) and is not tolerated at UNSW.

## **Use of Generative AI and other tools in your assessment**

UNSW has provided guiding statements for the [use of Generative AI in assessments](#). This will differ, depending on the individual assessment task, your course requirements, and the course stage within your program.

Your course convenor will outline if and how you can use Generative AI in each of your assessment tasks. Inappropriate use of generative AI is considered academic misconduct.

Options for the use of generative AI include: (1) no assistance (for invigilated assessments); (2) simple editing assistance; (3) drafting assistance; and (4) full assistance with attribution; and (5) Generative AI software-based assessments. See your individual assessment descriptions for the level of permitted use of generative AI for each task and see your course Moodle (or Open Learning) page for the full instructions on permitted use of generative AI in your assessment tasks for this course.

Instructions may include a requirement to submit the original generative AI responses, or drafts of your original work, or provide on request.

## **Submission of Assessment Tasks**

### **Short extensions and special consideration**

#### Short extension

UNSW has a short extension procedure for submission of assessment tasks. Not all tasks are eligible, and eligible tasks have a predetermined extension length. UNSW Medicine and Health have set School-level extension lengths for eligible assessment tasks. See your course assessment descriptions for more information.

Students must check the availability of a short extension in the individual assessment task information for their courses.

Short extensions do not require supporting documentation. They must be submitted through [Special Consideration](#) before the assessment task deadline. No late applications will be

accepted.

Late penalties apply to submission of assessment tasks without approved extension.

### Special consideration

In cases where illness, misadventure or other circumstances beyond your control will prevent you from submitting your assessment by the due date and you require an extension, you need to formally apply for [Special Consideration](#) through myUNSW.

UNSW has a **Fit to Sit/Submit rule**, which means that by sitting or submitting an assessment on the scheduled assessment date, you are declaring that you are fit to do so and cannot later apply for Special Consideration. Examinations include centrally timetabled examinations and scheduled, timed examinations and tests managed by your School.

Important information relating to Short Extension and Special Consideration is available [here](#), including eligibility for Special Consideration, circumstances where students with Equitable Learning Plans can apply for Short Extensions and Special Consideration, and the appeals process.

### **Examinations**

Information about the conduct of examinations in your course is provided on your course Moodle page.

### **Timed online assessment tasks**

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact the Course Convenor and advise them of the issue immediately. You will need to submit an application for Special Consideration immediately, and upload screenshots, error messages or other evidence of the technical issue as supporting documentation. Additional information can be found on: <https://student.unsw.edu.au/special-consideration>

### **Other assessment tasks**

### **Late submission of assessment tasks**

UNSW has standard late submission penalties as outlined in the [UNSW Assessment](#)

[Implementation Procedure](#), with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per calendar day (including Saturday, Sunday and public holidays).

Late submissions penalties are capped at five calendar days (120 hours). This means that a student is not permitted to submit an assessment more than 5 calendar days (120 hours) after the due date for that assessment (unless extension or exemption previously agreed).

### **Failure to complete an assessment task**

You are expected to complete all assessment tasks for your courses. In some courses, there will be a minimum pass mark required on a specific assessment task (a “hurdle task”) due to the need to assure clinical competency.

Where a hurdle task is applicable, additional information is provided in the assessment information on your course Moodle page.

### **Feedback on assessments**

Feedback on your performance in assessment tasks will be provided to you in a timely manner. For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Any variation from the above information that is specific to an assessment task will be clearly indicated in the course and assessment information provided to you on your course Moodle (or Open Learning) page.

## **Faculty-specific Information**

### **Additional support for students**

The university offers a wide range of support services that are available for students. Here are some links for you to explore.

- The Current Students Gateway: <https://student.unsw.edu.au>

- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student support: <https://www.student.unsw.edu.au/support>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>

Mind Smart Guides are a series of mental health self-help resources designed to give you the psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: <https://student.unsw.edu.au/mindsmart>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- Guide to studying online: <https://www.student.unsw.edu.au/online-study>

Most courses in UNSW Medicine & Health use Moodle as your Learning Management System. Guidance for using UNSW Moodle can be found on the Current Student page. Difficulties with Moodle should be logged with the IT Service Centre.

- Moodle Support: <https://student.unsw.edu.au/moodle-support>

The IT Service Desk is your central point of contact for assistance and support with remote and on-campus study.

- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/services/students>

## Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the [myExperience survey](#), which serves as a source of evaluative feedback from students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

## School-specific Information

### Additional Resources

Additional resources are available on the SPH website: <https://sph.med.unsw.edu.au/current-students/student-resources>

### 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.

UNSW Library Subject Guides: <http://subjectguides.library.unsw.edu.au/subjectguides>

Public Health Subject Guide: <http://subjectguides.library.unsw.edu.au/publichealth>

### Recording of lectures, tutorials and other teaching activities

Lectures, tutorials and other teaching activities *may* be recorded. Students should be advised that they are consenting to the recording by their enrolment in the course or participation in the activity. The purpose of audio and video recordings is to enhance the student experience by supporting engaged learning in an online teaching environment and ensure equitable access to all course resources for our students. If you have concerns about accessing course recordings, or being recorded, please contact the Course Convenor.

## School Contact Information

School guidelines on contacting staff:

### Course questions

All questions related to course content should be posted on Moodle or as directed by your Course Convenor.

In cases where email communication with course convenors is necessary, we kindly request the following:

- Use your official email address for any correspondence with teaching staff.



- We expect a high standard of communication. All communication should avoid using short-hand or texting language.
- Include your full name, student ID, and your course code and name in all communication.

Our course convenors are expected to respond to emails during standard working hours of Monday to Friday, 9am-5pm.

### **Administrative questions**

If you have an administrative question about your program of study at the School please submit your enquiry online at [UNSW Ask Us](#).

### **Complaints and appeals**

Student complaints and appeals: <https://student.unsw.edu.au/complaints>

If you have any grievances about your studies, we invite you to address these initially to the Course Convenor. If the response does not meet your expectations, you may then contact the School Grievance Officer, A/Prof Timothy Dobbins ([t.dobbins@unsw.edu.au](mailto:t.dobbins@unsw.edu.au)).