

## POPH30001 Indigenous Health: Is the Past Present?

<b>Credit Points:</b>	12.5
<b>Level:</b>	3 (Undergraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2016.
<b>Time Commitment:</b>	Contact Hours: Not application - this is an on line subject. Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements for this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Contact:</b>	Shaun.Ewen@unimelb.edu.au <b>OR</b> U21 International Programs Coordinator Melbourne Global Mobility Room 120, Level 1, Old Geology Building Email: <a href="mailto:u21-gip@unimelb.edu.au">u21-gip@unimelb.edu.au</a> Phone: +61 3 8344 6104
<b>Subject Overview:</b>	<p>"Is the Past Present" is a 3-unit intensive, online, cross-institutional course which provides students the opportunity for comparative inquiry of Indigenous experiences of colonization and the manifestations of that experience in the contemporary socio-cultural environment. Through the use of digital interactive technology, students will work together with educators from across the globe. The course will be informed and guided by Indigenous knowledge and will draw upon a range of disciplines such as public health, history, sociology and public policy.</p> <p>This course is a partnership among many individuals, groups and organizations: UBC Division of Aboriginal People's Health, Arts Instructional Support and Information Technology (ISIT), First Nations Studies, the College of Health Disciplines; Onemda VicHealth Koori Health Unit, The University of Melbourne; Xay:tem Longhouse Interpretive Centre; and Indian Residential School Survivors Society. We also wish to acknowledge the contributions from faculty members and students at UBC. Most importantly, we honour the contributions of Elders and survivors who willingly told their stories for us to learn, understand, grow and heal.</p> <p>This is a very short, intense course. The course duration is short to accommodate both the University of British Columbia's and the University of Melbourne's school calendar. What this means as a learner is that what would normally be a 15 to 16 week course is compressed into half that time. You can expect to spend approximately 6-10 hours per week online, possibly more for the readings.</p>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li># Engaged on an inter-professional basis with colleagues on collaborative decision-making in health education</li> <li># Considered key determinants of Indigenous peoples well-being</li> <li># Identified, compared and contrasted key processes of colonization in Victoria, Australia and British Columbia, Canada</li> <li># Described impacts of colonizing experiences and the correlation to contemporary Indigenous health issues</li> <li># Through role play and team engagement, more deeply identified with Indigenous experiences and responses to colonization as experienced in the residential school and mission systems</li> </ul>

	<ul style="list-style-type: none"> <li># Reflected upon your own reactions to historical and current relationships with Indigenous peoples</li> <li># Shared knowledge/understanding of local Indigenous experiences</li> <li># Engaged in respectful discussions around cultural safety.</li> <li># Explored how health professionals can collaborate to positively impact health and health professional-community relationships</li> <li># Identified opportunities to advocate and promote healing</li> </ul>
<b>Assessment:</b>	Overall participation through message boards and wiki development (30%) Online participation protocol (module 1) completed in week 2 (10%) Online roleplay participation (Module 2) completed in Week 4 (10%) Online advocacy letter (Module 3) due in Week 6 (10%) Final essay or creative project (Module 4) due in Week 8 (40%)
<b>Prescribed Texts:</b>	Readings provided on line
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Ability to communicate online</li> <li># Ability to work as a team</li> <li># Developed skills in identifying key principles of comparative analysis</li> <li># Developed skills in cross-discipline communication.</li> </ul>
<b>Related Course(s):</b>	U21 Certificate in Global Issues U21 Diploma in Global Issues