



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Culturally Appropriate Intervention Strategies in Indigenous Mental Health

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
IMH	5003	90956	2, 2009	EXT	1.00	Toowoomba

Academic group:	KUMBN
Academic org:	KUMBNL
Student contribution band:	2
ASCED code:	061305

STAFFING

Examiner: Dee Hellsten
Moderator: Bill McCann

REQUISITES

Pre-requisite: IMH5001

RATIONALE

The structure of the Graduate Certificate in Indigenous Mental Health and Well-Being is a layered approach, which encourages personal growth through the appreciation of Aboriginal and Torres Strait Islander people, as well as building sophistication of clinical skills. It is the latter aspect which is addressed in this course. By the end of the course, participants should have the skills and expertise to work with Aboriginal and Torres Strait Islander clients in the context of culture, community and historical experience, and to devise culturally appropriate and effective interventions. The content of the course is such that participants will learn how to establish relationships with Indigenous clients, and to develop and use culturally appropriate and valid interviewing techniques, history taking and follow-up management procedures.

SYNOPSIS

The course emphasises the burden of mental illness Aboriginal and Torres Strait Islander communities, with a review of typical and atypical symptoms. It goes on to examine culturally appropriate interventions in relation to major issues such as substance abuse and dependence, suicide, psychotic disorders, anxiety and depression. Thus the core of the course is a critique of culturally appropriate intervention strategies, or 'right way' approach, in alleviating the suffering of Indigenous clients. In this context, participants will be exposed to ethical and culturally sensitive strategies for establishing a relationship, the formal assessment process (in collaboration with Indigenous Mental Health or Health workers), pre-interview procedures, appropriate interviewing techniques, potential interview issues, taking client history, interview assessment, summary and follow-up management options. In keeping with the developmental theme of this program, participants will be encouraged to reflect that in no other area of medicine/health is how they work, define and manage disorders so much influenced by cultural factors, as it is in mental health.

OBJECTIVES

On successful completion of this course students should be able to:

1. define the role and perspective of non-Indigenous health practitioners in the assessment and treatment of Indigenous clients (Assessment 1)
2. assess the role of Indigenous mental health workers and traditional healers in collaborative assessment and treatment of Indigenous clients (Assessment 1)
3. apply appropriate interview, and other, strategies in the assessment and treatment of Indigenous clients (Assessment 2)
4. develop a relationship with Indigenous clients, based on an understanding of the particular culture of the client (Assessment 2)
5. identify the most appropriate setting for individuals to be interviewed for assessment, treatment and follow-up (Assessment 2)
6. analyse the relevance of language in understanding the mental problems of Indigenous people (Assessment 2)
7. reflect on the professional and ethical aspects of cross-cultural interventions, treatment and management (Assessments 1 & 2)

TOPICS

	Description	Weighting (%)
1.	Cultural understanding; conceptions and visions of culturally appropriate practice; assessing client's orientation towards traditional and/or Westernised cultural and health perspectives	15.00
2.	Indigenous Mental Health/Health workers	10.00
3.	Trans-cultural psychiatry - protocols and understandings	15.00
4.	Mental health interventions within the holistic view of health and well-being; the context of lifespan and life-death-life cycle(s); culturally appropriate interviewing techniques and practices: a critique; assessment tools in Aboriginal and Torres Strait Islander Mental Health; history taking, management and follow-up	25.00
5.	Promotion and prevention in Indigenous Mental Health; specific issues of Indigenous mental health: psychosis, mood disturbance, depression, anxiety; substance abuse issues and intervention strategies	25.00
6.	Reflection on professional practice and continuing professional development in culturally appropriate interventions.	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Armstrong, T 'Medicine Australia' (Available: <http://www.medicineau.net.au/clinical/abhealth/abhealt1345.html>) [Accessed 02 03 2007]

Bailey, J 2005, 'You're not listening to me!! Aboriginal Mental Health is different - don't you understand?' (Available: http://www.healthinfonet.ecu.edu.au/html/html_health/specific_aspects/other_aspects/) [Accessed 03 03 2007]

(Paper presented at the 8th National Rural Health Conference, 10-13 March, Alice Springs)

Dudgeon, P, Garvey, D & Pickett, H 2000, *Working with Indigenous Australians - a handbook for psychologists*, Gunada Press, Curtin Indigenous Research Centre, Perth, WA.

Hunter, E 1999, New directions and opportunities in mental health: mental health promotion and prevention, *Aboriginal And Islander Health Worker Journal*, Vol 23, no.5, pp6-12.

Hunter, E, Reser, J, Baird, M & Reser, P 2001, *An analysis of suicide in Indigenous communities of North Queensland: the historical, cultural and symbolic landscape*, Department of Aged Care, Canberra.

Mulholland, D, Timothy, W & Broom, R 2000, *Aboriginal mental health program: working both ways*,

(Top End Division of General Practice's Aboriginal Mental Health Program, NT)

NACCHO Community LIFE Report, January 2004, 'A. NACCHO Manifesto on Aboriginal well-being' (Available: <http://www.NACCHO>).

Parker, R 2003, The Indigenous mental health worker, *Australasian Psychiatry*, Vol 11, no.3, pp295-297.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Directed Study	45.00
Private Study	90.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ADEQUACY M H SERVICE DELIVERY	40.00	40.00	04 Sep 2009 (see note 1)
REPORT AND ORAL PRESENTATION	60.00	60.00	23 Oct 2009 (see note 2)
PARTICIPATION	1.00	0.00	23 Oct 2009 (see note 3)

NOTES

1. Appropriateness of mental health service delivery.
2. Indigenous client at residential school.
3. Compulsory residential school

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
Participation in Residential School. The skills components of this course will be taught in a three-day compulsory Residential School held on campus. During this Residential School, students will engage in practice of techniques for a variety of situations. If circumstances prevent a student from attending a workshop, the student must contact the examiner. Attendance at the Residential School is required before the 1 mark for the workshops can be awarded.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:
Students must negotiate with the course examiner for extensions to the due date of their assignments. If students submit assignments after the due date without prior approval then a penalty of up to 20% of the total marks gained by the student for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must submit all of the summative assessment items, and attain at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
Not applicable.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL

<http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must dispatch the assignment to USQ. The onus is on the student to provide proof of the dispatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations should contact the examiner of the course to negotiate special arrangements.
- 5 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of any local public holiday for the examiner's convenience.
- 6 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make-up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 7 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. The following temporary grade may be awarded - IDM (Incomplete - Deferred Make-up).
- 8 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 All summative assessment items must be submitted. To be assured of receiving a passing grade, students must achieve at least 50% in each assessment piece and at least 50% of the available weighted marks for the summative assessment items.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.