Contributors

Lynn Kemp and Vanessa Rose
Centre for Health Equity Training Research and Evaluation
Ingham Institute
Level 3, 1 Campbell St
Liverpool NSW 2170

Centre for Primary Health Care and Equity
Faculty of Medicine
University of New South Wales
UNSW Sydney NSW 2052

Tel: +61 (2) 8738 9310  Fax: +61 (2) 9602 8052
Email: l.kemp@unsw.edu.au or v.rose@unsw.edu.au
Contents

Course Outline
Welcome 1
Course coordinators 2
Course information 2
Course aim 3
Learning and teaching rationale 4
Assessment 5
Readings and resources 15
Continual course improvement 16
Additional support to students 17
Course schedule 19
Timetable 20

Sections and Key Readings
Section 1: Key concepts and debates 1
Section 2: Patterns of health inequity 3
Section 3: History and emerging interest in the Social Determinants of Health 5
Section 4: Measurement of health inequality 7
Section 5: Intervening in the social and economic determinants of health 9
Section 6: Introduction to the politics of health inequalities 11
Section 7: Social constructs and inequality: politics on the front line 13
Section 8: Culture and inequalities 15
Section 9: Gender and inequalities 17
Section 10: Aboriginal health inequalities 19
Section 11: Space, place and people 21
Section 12: Intervening with Aboriginal families and communities 23
Section 13: Role of policy and health services in reducing inequalities 25
Section 14: Working with disadvantaged communities 27
Section 15: Intervening in early childhood 29
Welcome

Welcome to the MPH Summer School Course Health Inequalities (PHCM9626). This elective is highly recommended if you are interested in developing a deeper understanding of the patterns of health inequalities in western industrialised societies, how these patterns can be understood and action that can be taken to redress or prevent the negative impacts of health inequalities on health.

The course runs over three days and explores:

1. Definitions and patterns of health inequality
2. Explaining health inequality
3. Interventions to tackle health inequalities

The focus of this course is on those health inequalities that are related to socio-economic differences. There are other health inequalities that are related to other social constructs such as gender and ethnicity that are also explored briefly in this course. It is recognised that all of these forms of inequality interact and cannot be seen in isolation.

There are two assignments and students are encouraged to read widely in preparing their assignments. Assignments must be submitted on the specified dates unless an extension has been approved.

If you ever have any questions, issues or problems that you would like to discuss please feel free to contact one of us.

Lynn Kemp and Vanessa Rose
Course Coordinators
Course coordinators

Lynn Kemp
Centre for Health Equity Training Research and Evaluation
Liverpool Hospital
Locked Bag 7103
Liverpool BC 1871
Ph: (02) 8738 9310
Fax: (02) 9602 8052
E-mail: l.kemp@unsw.edu.au

Vanessa Rose
Centre for Health Equity Training Research and Evaluation
Liverpool Hospital
Locked Bag 7103
Liverpool BC 1871
Ph: (02) 8738 9310
Fax: (02) 9602 8052
E-mail: v.rose@unsw.edu.au

Course information

Units of credit

This course is an elective course of the Master of Public Health Program, comprising six (6) units of credit towards the total required for completion of the study program.

Whilst there are no prerequisites for this course, prior completion of core courses including epidemiology and health promotion is recommended.
Key dates

Summer School Dates

12\textsuperscript{th} to 14\textsuperscript{th} November 2012 from 9am-5pm each day.

Attendance at all sessions is compulsory

Venue

Students are advised to check online for the location of this course. See http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/HMPHTime

Course aim

The overall aim of this course is to introduce you to major conceptual and practical issues in understanding and addressing health inequalities in western industrialised countries.

Course outcomes

By the end of the course you should be able to:

- Define and discuss key concepts of equity, inequality and related terms.
- Describe common patterns of health inequality in western industrialised countries.
- Identify and discuss common issues in the measurement of socio-economic position.
- Identify and describe common theoretical frameworks to explain health inequalities.
- Apply these frameworks to explain one identified pattern of health inequality.
- Describe common approaches to addressing health inequality.
- Explain how one of these approaches has been used to address an issue of health inequality.
- Identify, analyse and synthesise your understanding of at least one pattern of health inequality and its cause, and then apply these understandings to what action you could take to address the issue you have identified.
Graduate attributes and capabilities

The Public Health program prepares our students to be judgement safe professionals by fostering the following set of graduate attributes:

Students are supported in developing applied knowledge and skills to:

- Interpret and apply research and research methods for policy and practice in public health contexts
- Protect the health of populations and prevent communicable and non-communicable diseases through appropriate interventions
- Promote the health of populations through research, practice, policy and advocacy
- Build workforce capacity to support public health outcomes
- 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

Students are supported in developing interactional abilities to:

- Strengthen relationships and communicate effectively to enhance public health outcomes
- Engage with and contribute to local, national and international communities

Students are supported in developing 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

The course has been designed to build on and integrate knowledge that students have developed in a number of core subjects including epidemiology and health promotion and elective subjects such as Community Development. It draws on theory and evidence from many disciplines including epidemiology, psychology, sociology and political science. Students are encouraged to draw on what they have learned in other courses to help develop their understandings of health inequalities.

Because so much of our understanding of the causes of health inequalities and what we think should done to address them is based on our values, beliefs and assumptions there are no “right answers” to many of the questions that you may
have or which are posed throughout the course. The course aims to develop your critical thinking skills so that you can be clear about your views and the values and beliefs that underpin these views.

**Teaching strategies**

The course is taught through a combination of lectures and small group work in a three day workshop. Where possible case studies are used to provide practical examples of patterns of health inequality, their causes and what can be done to address them.

Many of the lectures will be given by practitioners with extensive experience in health policy and practice to address health inequalities. To gain the most from their experience, debate and questioning is encouraged. It is expected that all students will attend every session and actively contribute to these discussions.

**Online learning component using UNSW Blackboard**

There is no online learning component.

The UNSW Blackboard component of this course provides access to Course materials including Web links to required readings.

**Guidance for using UNSW Blackboard**

Guidance for using UNSW Blackboard, including some basic tips, can be found at: [http://support.telt.unsw.edu.au/blackboard](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.

**Assessment**

**Assignment Dates**

| Assignment 1 | 6th January, 2013 |
| Assignment 2 | 27th January, 2013 |

- If you require an extension contact either course coordinator prior to the due date for an extension. Extensions of up to one week are only granted if requested before the due date. Longer extensions, up to a maximum of two
weeks, are only considered with medical certificate unless other appropriate reason is given.

- Assignments will not be marked if submitted after other students’ assignments returned.
- All late assignments (unless extension or exemption previously agreed) will drop a grade. This rule applies if the assignment is one day or one week late.

Details of assessment requirements

The course has three assessment processes:

- **Attendance** and satisfactory participation during the Summer School Program (compulsory)
- **Assignment 1** (worth 50%) that looks at issues of definition, debates and measurement
- **Assignment 2** (worth 50%) where students choose ONE of four topics.

Although there is no word limit for Assignment 2 it is recommended that students do not write more than 3,000 words.

Guidelines for the preparation and presentation of Assignments

1. Answer ALL questions in Assignment 1 and ONE question in Assignment 2.
2. The questions outlined in each Assignment need to be directly addressed.
3. The assignment should show evidence that you have identified the key literature in the area and not relied on only one or two summary papers.
4. References should be included to support evidence presented.
5. It is important to demonstrate that you have reflected on the material you have read and are able to comment critically on the strengths and weaknesses of the material you have used and the implications for practice.
6. Although there are no word limits for Assignment 2 it is important to present your answers in a succinct and tightly argued way.
7. Presentation of assignment is important. This includes grammar, clear structure of the assignment, lay out, use of tables etc and referencing.

*Marks will be deducted for work that is late and where no extension has been given.*
Assignment 1 (50%)

Part 1: Key Concepts (10%)

a) Define the following terms using at least one example (4 marks):

- Health inequality
- Health inequity
- Equity in health
- Social gradient
- Targeted intervention
- Universal intervention
- Socioeconomic status
- Life course perspective

b) Explain the differences using at least one example between (6 marks):

- Health inequity and health inequality
- Targeted and universal interventions

Part 2: Key Debates (20%)

c) In no more than 1000 words, discuss ONE of the following statements. Outline the case for each side of the argument and then discuss your own position. There are no “right” answers and you are encouraged to explore your own views (20 marks).

“The health care system has no role in addressing health inequalities as they are caused by policies and circumstances out of our control.”

“Are health inequalities ‘natural and inevitable results of individual differences both in respect of genetics and the silent hand of the economic market’ or ‘social and economic abhorrences that need to be tackled by a modern state and a humane society’?”

Part 3: Measurement Issues (20%)

*The health of the people of NSW - Report of the Chief Health Officer*, has been produced since 1996 by the NSW Department of Health. It provides an overview of key population health indicators, health inequalities, emerging health priorities and new health data sources.
Find the online (e-cho) version of the most recent report (available at http://www.health.nsw.gov.au/publichealth/chorep/toc/choindex.asp) and identify and download TWO graphs and data tables showing different health inequalities.

In no more than 500 words (for each) discuss the inequities that underlie each inequality.

Justify your response and include detailed references for the papers you have used.

**Assignment 2 (50%)**

Choose ONE of the following assignment topics. Complete all sections of the topic chosen.

**Topic 1 (50%)**

Select one only of the following areas for intervening to address health inequality:

- Early childhood interventions
- Increased participation on individuals and communities in decisions on their health
- Comprehensive Primary Health Care Approaches to the delivery of health services in Indigenous communities.

**Literature review (20 marks)**

Based on a review of the literature give:

a) a general overview of the reasons given for taking these approaches to address health inequality;

b) provide examples of specific interventions that have been shown to be effective; and

c) did these interventions demonstrate that they had been able to the improve health of those involved or did they reduce health inequality between groups.

**Program development (15 marks):**

Imagine that you are the manager of a large health region in Western or South Western that provides services for 800,000 people in an urban area where there are 10,000 Indigenous people. Identify five services and programs that you would develop or advocate to be developed in the health or other sectors to address the issue you identified in the previous section.
Strategy development (15 marks)

Select two services or programs that you identified above and outline how you would implement the program under the following headings:

a) Overall goal of the service or program
b) Strategies that you would employ to achieve the goal
c) Select one of the strategies and discuss in detail how you would go about implementation.
d) Discuss what you think are some of the difficulties you may encounter and how they could be addressed

Topic 2 (50%)

“NSW 2021 is our 10-year plan to guide our policy and budget decision making and, in conjunction with the NSW Budget, to deliver on community priorities. It sets long-term goals and measurable targets, and outlines immediate actions that will help us achieve these goals. The reflect the Government’s commitment to whole of state growth and delivery, to improve opportunities and quality of life for people in regional and metropolitan New South Wales” (NSW Premier Barry O’Farrell, 2011).

Find the NSW 2021 State Plan (available at http://2021.nsw.gov.au/). Choose TWO targets and associated strategies (e.g. three areas for action – ‘Keep people healthy and out of hospital’, ‘Prevent and reduce the level of crime’, or alcohol– and discuss the following:

- What is the evidence for the causes of health disparities in obesity, tobacco or alcohol? (15 marks)
- Choose two of the priorities and associated actions for your chosen topic (obesity, tobacco or alcohol). What evidence is there to support these priorities and actions as ways to improve the health of the most disadvantaged Australians? (10 marks)
- Do you think the priorities and actions will increase or reduce health disparities? Why? (10 marks)
- What other measures do you think may be useful to improve health and reduce health disparities in the area of obesity, tobacco or alcohol? (15 marks)

Use evidence to support your arguments.
Topic 3 (50%)

“The Australian Government has started emergency measures to protect Aboriginal children in the Northern Territory. These measures were announced by the Prime Minister, John Howard, and Minister for Families, Community Services and Indigenous Affairs, Mal Brough, on 21 June 2007.

The Government wants to:
- first of all, protect children and make communities safe, and
- create a better future for Aboriginal people.

The Australian Government is doing this so Aboriginal people, and children in particular, can aspire to a better future for themselves.” (Northern Territory Emergency Response – Fact Sheet 1, 24/8/07)

Discuss:
- What are the causes of the health inequalities of Aboriginal people in the Northern Territory? (15 marks)
- Choose two of the strategies being used in the emergency measures in the Northern Territory. What evidence is there to support the use of these measures to improve health outcomes for Aboriginal people? (10 marks)
- What do you think are the strengths and weaknesses of each measure? (10 marks)
- What other measures do you think may be useful to improve the health of Aboriginal people? (15 marks)

Use evidence to support your arguments.

Topic 4 (50%)

Students, particularly overseas students, may wish to undertake an assignment that is more relevant to their local situation. This can be negotiated with the Course Coordinator.

Students who have a specific issue they would like to explore are also encouraged to approach the Course Coordinator.
Grading and marking

Grades to be used are represented by the following symbols (and corresponding range of marks):

**HD** (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

- **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.
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](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. **Internal Students:**
   All assignments for internal students are to be handed directly to the lecturer in class with assignment cover sheet attached. If, for some reason, a student cannot submit in class, assignments can be put in assignment box outside Postgraduate Coursework Office on Level 2, Samuels Building.

**External Students:**
Electronic submission: Students submitting assignments electronically (only by arrangement with lecturer), either via email or 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
2nd 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.

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


The Learning Centre - http://www.lc.unsw.edu.au/olib.html#Referencing

Feedback on assessment

Assignments will be marked within three weeks of due date. Feedback may not reach students until 4 weeks after assignment submission.

Marked assignments for internal students to be collected by individual students from the School. Marked assignments for external students who have NOT submitted their assignment electronically to be posted. Marked assignments submitted electronically to be sent back electronically by the lecturer, unless otherwise negotiated between academic and student.

Academic honesty and plagiarism

At UNSW plagiarism is a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is and where you can obtain additional information about it. It is part of your responsibility as a student of UNSW to ensure that you understand what plagiarism is, so that you avoid it in any of your assignments and other academic work.

What is Plagiarism?

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without proper acknowledgement, that is referencing.

The basic principles are that you should not attempt to pass off the work of another person as your own, and it should be possible for a reader to locate information and ideas you have used by going to the original source material. Acknowledgement should be sufficiently accurate to enable the source to be located quickly and easily. If you are unsure whether, or how, to acknowledge your source material, consult your lecturer or visit The Learning Centre.
UNSW groups plagiarism into the following categories: *

- **Copying**: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another person’s ideas or words without credit.

- **Inappropriate paraphrasing**: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

- **Duplication**: submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

- **Collusion**: working with others but passing off the work as a person’s individual work. Collusion also includes providing your work to another student before an assignment is due, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

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 – this is an example of collusion. Lecturers are alert to this practice. You should not work with any other student to answer assignment questions and submit the same or very similar work as someone else unless it is a group assignment. Also, is it not acceptable to submit an assignment which has been submitted by a student in a previous year or submit an assignment which is substantially similar to one you have submitted for another course.

*These categories are adapted from by Oxford Brookes University (UK) Plagiarism Information Skills, Oxford Brookes University Library Skills Resource http://www.brookes.ac.uk/library/skill/plagiarism.html

**Where can I find more information?**

In many cases, plagiarism can be the result of inexperience or poor academic skills, rather than the deliberate intention to deceive. The University has adopted an educative approach to plagiarism and developed a range of resources to support students, which are outlined below.
The University has also developed a clear set of procedures for managing serious and repeat instances of plagiarism. These require a set of formal processes be undertaken to investigate students’ academic standards. A range of penalties can be applied by the University if a student is found to have plagiarised.

1. UNSW’s Plagiarism & Academic Integrity Website

This site aims to address three issues that often result in plagiarism: unfamiliarity with the concept of plagiarism; knowing how it occurs, and developing the necessary academic skills to avoid plagiarism. As a student, you will be able to use this collection of resources (worked examples, activities and links) to improve your all-round academic literacy and, consequently, reduce the possibilities for plagiarism. More information is available at: http://www.lc.unsw.edu.au/plagiarism. UNSW has also produced a booklet to assist you with essential information for avoiding plagiarism: https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf.

2. The Learning Centre

The Learning Centre provides a range of programs and resources for students including website materials, workshops, individual tuition and online tutorials to aid students in:

- correct referencing practices and citation 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 (http://www.lc.unsw.edu.au/).

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.

3. The Elise Study Skills tutorial

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it.

The Elise Study Skills tutorial (http://subjectguides.library.unsw.edu.au/elise) is highly recommended to Postgraduate students in their first semester of study. On completion, students will be able to:
• Understand the need for citing information and be able to use appropriate referencing styles
• Conform with conventions and requirements relating to the access and use of information
• Understand and abide by copyright laws

4. Turnitin

Turnitin is an originality checking and plagiarism prevention tool that enables submitted written assignments to be checked for plagiarism including improper citation or misappropriated content. Each assignment submitted to Turnitin is checked against the submitted assignments of other students as well as the Internet and key resources (including library databases, text-book publishers, digital reference collections, subscription-based publications, homework helper sites and books) as selected by the course convenor.

Some courses may require all students in that course to submit their work into Turnitin when they submit their work. However, academics can also use it to check an individual student’s assignment when they are marking it. You can find out more about Turnitin here: http://telt.unsw.edu.au/turnitin.

Addressing plagiarism and academic misconduct

As a postgraduate student you need to be aware that any allegation of plagiarism needs to be investigated by the School and that if the allegation is proven, the student is placed on the UNSW Student Plagiarism and Misconduct Register.

Plagiarism varies in its extent and seriousness and procedures are in place that deal with plagiarism through education and referral to the Learning Centre to more formal reprimands and penalties depending on the seriousness of the plagiarism and previous history of the student. Penalties for students found guilty of repeated plagiarism can include a reduction in marks, failing a course, or for more serious matters, suspension or exclusion from the University.

For more information on academic misconduct you can refer to: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

How to adopt a critical approach to your assignments

It is important that you adopt a critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course.

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not absorb what you are reading in a
passive way and that you do not accept without question what may often seem to be authoritative pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and, which you are presenting in assignments. It means that you 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 process.

Readings and resources

Learning resources for this course consist of the following:

1. A three day face-to-face on campus workshop
2. These course notes with readings

Readings

Australia


Mathers C. Health differentials among Australian Adults aged 25-64 years. Canberra: AIHW Health Monitoring Series No 1. AGPS, 1994. (There were also publications on children and older people)


International


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.it.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 Wireless, 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
Location: UNSW Library

UNSW library support

Staff at the library can help you:

• find information resources for your assignments
• access electronic resources & databases
• advise you 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

Library resources

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 such as: searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites, and citing references. These resources are designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. It is highly recommended that students complete the Online Information Skills Tutorial prior to commencing their studies and assignments. http://eliseplus.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.

**UNSW Library Subject Guides:** [http://subjectguides.library.unsw.edu.au/](http://subjectguides.library.unsw.edu.au/)

**Public Health and Community Medicine Subject Guide:** [http://subjectguides.library.unsw.edu.au/publichealth](http://subjectguides.library.unsw.edu.au/publichealth)

**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/](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](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](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](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 if from the web. [http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/Current%20Students](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 International Public Health Programs
F: +61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety:
http://www.ohs.unsw.edu.au/ohs_students/index.html

Complaints procedures: https://my.unsw.edu.au/student/atoz/Complaints.html

Equity & Diversity:
http://www.studentequity.unsw.edu.au/content/default.cfm?ss=0

Course schedule

The Summer School is held over three days.

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting time</td>
<td>9.00 am</td>
</tr>
<tr>
<td>Morning tea</td>
<td>10.30 am - 11.00 am approximately (see timetable)</td>
</tr>
<tr>
<td>Lunch</td>
<td>1.00 pm - 2.00 pm approximately (see timetable)</td>
</tr>
<tr>
<td>Afternoon tea</td>
<td>3.30 pm - 4.00 pm approximately (see timetable)</td>
</tr>
<tr>
<td>Finishing time</td>
<td>5.00 pm</td>
</tr>
</tbody>
</table>

Morning and afternoon tea and lunch can be purchased at the adjacent University Food Halls.
<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1: 12th November</th>
<th>Day 2: 13th November</th>
<th>Day 3: 14th November</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Introduction: key concepts and debates Lynn Kemp</td>
<td>Introduction to the politics of health inequalities Lynn Kemp</td>
<td>9:00 Case study 1: Intervening with Aboriginal families and communities Elizabeth Comino</td>
</tr>
<tr>
<td>9:30</td>
<td>Patterns of inequalities Lynn Kemp</td>
<td>Tutorial: Politics in your world and work Lynn Kemp</td>
<td>10:00 Case study 2: Role of policy and health services to reduce inequalities Marilyn Wise</td>
</tr>
<tr>
<td>10:30</td>
<td>Morning Tea</td>
<td>Morning Tea</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>11:00</td>
<td>History and emerging interest in the Social Determinants of Health Sarah Simpson</td>
<td>Culture and inequalities Gai Moore</td>
<td>11:30 Case study 3: Working with disadvantaged communities David Lilley</td>
</tr>
<tr>
<td>12:30</td>
<td>Measurement of health inequality Peter Sainsbury</td>
<td>Gender and inequalities John MacDonald</td>
<td>12:30 Case study 4: Intervening in early childhood- working with families: examples from CHETRE research Rebekah Grace</td>
</tr>
<tr>
<td>1:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:30</td>
<td>Tutorial: Inequalities in your world and work Lynn Kemp</td>
<td>Aboriginal health inequalities Marc Daley</td>
<td>2:30 Tutorial: What does it mean for policy and your practice Vanessa Rose</td>
</tr>
<tr>
<td>3:30</td>
<td>Afternoon Tea</td>
<td>Afternoon Tea</td>
<td>Afternoon Tea</td>
</tr>
<tr>
<td>4:00</td>
<td>Intervening in the social and economic determinants of health Lynn Kemp</td>
<td>Tutorial: People, space and place Vanessa Rose</td>
<td>4:00 Assignments and summary Vanessa Rose</td>
</tr>
<tr>
<td>5:00</td>
<td>Finish</td>
<td>Finish</td>
<td>Finish</td>
</tr>
</tbody>
</table>