

PHCM 9663 & 9664

# Health, Development & Human Rights

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**Session 2, 16-20 July 2007**

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**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH  
AND COMMUNITY MEDICINE

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## Day 1: Welcome and Registration

Plenary Session 1: The Right to the Highest Attainable  
Standard of Health

## Day 2: Introduction to Health, Development and Human Rights

Plenary Session 2: Introduction to Public Health  
Plenary Session 3: Introduction to Human Development  
Plenary Session 4: Introduction to Human Rights  
Plenary Session 5: The Right to Development  
Plenary Session 6: The Way We Treat Each Other  
Plenary Session 7: Health and Human Rights in Practice  
Plenary Session 8: The Health, Development and  
Human Rights Triangle

## Day 3: Frameworks for Health, Development and Human Rights

Plenary Session 9: Rights-based Approach: Principles, Policies  
and Governance  
Plenary Session 10: Rights-based Approaches and Gender  
Plenary Session 11: HIV/AIDS, Sexuality and Human Rights  
Plenary Session 12: Neglected Diseases, Development and  
Human Rights  
Plenary Session 13: Rights-based Approach to Migration

## **Day 4: Human Rights and the Health of Populations in Jeopardy**

- Plenary Session 14: Migration, Refugees and Internally Displaced Persons
- Plenary Session 15: Public Health Emergencies and Fragile States
- Plenary Session 16: Child and Adolescent Health:  
Using the Convention on the Rights of the Child
- Plenary Session 17: Truth, Justice and Reconciliation: Mental Health and Human Rights in Timor Leste and the Solomon Islands
- Plenary Session 18: Effectiveness of International Public health Programming focusing on the Most Vulnerable
- Plenary Session 19: Impact of Globalisation on Health, Development and Human Rights: TRIPS and the Burdens to Access to Medicines

## **Day 5: Health, Development and Human Rights: Structures and Mechanisms**

- Plenary Session 20: Indigenous Legal Issues and Human Rights Law
- Plenary Session 21: Structure, Systems and Procedures
- Plenary Session 22: Mechanisms and Indicators for Monitoring and Evaluating Health and Human Rights
- Plenary Session 23: Health and Human Rights Impact Assessment
- Plenary Session 24: The Future of Health and Human Rights Research

# Welcome

Welcome to the inaugural UNSW intensive course on *Health, Development and Human Rights*.

We are gratified by the demand we have had from applicants and congratulate you for enrolling in this course. We realise that you have demanding personal and professional schedules, and therefore we appreciate you taking time to participate in this collective learning opportunity. We believe both participants and faculty members will discover new opportunities for advancing health, development and human rights in their community, country or institution.

This course is an exciting educational opportunity for the University of New South Wales (UNSW), the Asia-Pacific Region and internationally. The course has received an enthusiastic response from faculty members within UNSW and other Australian and overseas universities. We extend our gratitude for their participation and development of this course, and now, its realisation.

We also wish to thank AusAID for their generous support of six Australian Leadership Award Fellowships. We are delighted to have these ALA Fellows joining us in Sydney to attend this course.

This course builds on a unique cross-faculty venture, the UNSW Initiative for Health and Human Rights (IHHR), which is a collaborative Initiative among three UNSW Faculties that have jointly expressed interest in, and commitment to, health and human rights: the Faculties of Medicine, Arts & Social Sciences and Law. Bringing together knowledge, experience and methods from the fields of public health, social science, and law, the IHHR aims to advance the understanding of the mutually reinforcing interaction between health and human rights through research and teaching. This course will move efforts in these areas one step further and be the first of its kind to examine the interface of the above three important global topics: Health, Development and Human Rights.

The course is organised by four main themes:

- Introduction to Health, Development and Human Rights
- Frameworks for Health, Development and Human Rights
- Human Rights and the Health of Populations in Jeopardy
- Health, Development and Human Rights: Structures and Mechanisms

Within these themes, lectures and workshops will explore key issues for the new millennium, including the new opportunities and risk associated with human development, the widening gaps between health needs of particularly vulnerable populations and responses to these needs, and the widespread movements of people through labour and forced migration as a consequence of economic pressure, conflicts and natural disasters. The mutually reinforcing interactions between health, development and human rights will be used to analyse and address these emerging issues.

In addition to diverse lectures from prominent faculty members, we are providing you with this course reader, the contents of which are drawn from the most up-to-date literature. While much of the literature is theory-based, some readings provide practical suggestions for implementation in the field. The course reader is complemented by other useful documents from the United Nations system and other nongovernmental organisations to be distributed during the course. Four resource books will guide your analysis during the course and thereafter. These books include:

- Mann, Jonathan, Gruskin, Sofia, Grodin, Michael and Annas, George (eds) (1999). *Health and Human Rights: A Reader*. New York: Routledge.
- Gruskin, Sofia, Grodin, Michael, Annas, George, Marks, Stephen (eds) (2005). *Perspectives on Health and Human Rights*. New York: Routledge.
- The Human Rights Council of Australia (2001). *The Rights Way to Development: A Human Rights Approach to Development Assistance; Policy and Assistance*. Sydney: The Human Rights Council of Australia.
- *Twenty-five Human Rights Documents*. Center for the Study of Human Rights, Columbia University.

This course will require intense work over the next five days. However, we hope to encourage your active participation and engagement and enable participants to make long-lasting contacts with your peers, as well as discover the beauty of Sydney and the hospitality of Australia.

## Course staff

### Course convenor

#### **Daniel Tarantola**

Professor of Health and Human Rights

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Daniel Tarantola will be available by email and will occasionally visit My eLearning Vista, the web component program for students taking this course. If you need to make an appointment with Prof. Tarantola, please contact John Watts at [<ihhr@unsw.edu.au>](mailto:ihhr@unsw.edu.au).

Daniel Tarantola's long career in international and global health was devoted to large scale WHO-led programs, including the eradication of smallpox from Bangladesh (1974-1978), childhood disease control programmes (1979-1984), including the Expanded programme on Immunization, the Control of Diarrhoeal Diseases programme, the Acute Respiratory Infections Programme and the launching of the WHO Global programme on HIV/AIDS (1987-1990). Having left WHO in 1991, he joined the Harvard School of Public Health where he taught, conducted research and published on HIV (1991-1998). There, as a close collaborator of Jonathan Mann, he contributed to the foundation of the François-Xavier Bagnoud Centre for Health and Human rights. From 1998-2004, Dr Tarantola re-joined WHO as a Senior Policy Adviser to the Director General (Dr GH Brundtland and later Dr Lee Jong-wok) and Director, Immunization, Vaccines and Biologicals. In 2005, Dr Tarantola joined the University of New South Wales (UNSW) in Sydney, Australia as a Professor of Health and Human Rights and Chair of the cross-disciplinary UNSW Initiative for Health and Human Rights undertaken jointly by the Faculties of Medicine, Law and Arts and Social Sciences. His work focuses on research into the interface between disease burden, health promotion and protection, on the one hand, and their policy, structural and social determinants, on the other.

## Guest Faculty

### **Paul Hunt**

Professor of Human Rights, University of Essex  
UN Special Rapporteur for the Right to Health  
Ph: +44 1206 87 3775  
Email: phmhunt@essex.ac.uk

Paul Hunt was Director of the Human Rights Centre from 2001-2003. He served as an independent expert on the UN Committee on Economic, Social and Cultural Rights (1999-2002). Throughout this period he was the Committee's Rapporteur. In 2002, he was appointed the UN Special Rapporteur on the Right to Health for a three-year term that was extended in 2005 for a second term of three years. In the same year, at the request of the UN Office of the High Commissioner for Human Rights, he also co-authored draft human rights guidelines for poverty reduction strategies. He has practised as a solicitor in London and held the posts of Legal Officer and Acting General Secretary with the National Council for Civil Liberties (Liberty) in the UK. He has also lived, and undertaken human rights work, in the Middle East, Africa, Europe and the South Pacific. Professor Hunt has published widely on human rights issues, focusing particularly on economic, social and cultural rights. His publications include *Reclaiming Social Rights: International and Comparative Perspectives* (1996); (co-ed) *Culture, Rights and Cultural Rights: Perspectives from the South Pacific* (2000); (co-ed) *World Bank, IMF and Human Rights: Including The Tilburg Guiding Principles on World Bank, IMF and Human Rights* (2003). He is also an Adjunct Professor at the University of Waikato, Aotearoa/New Zealand.

### **Sofia Gruskin**

A/Professor of Health and Human Rights  
Harvard School of Public Health  
Ph: +1 (617) 432-4315  
Email: s.gruskin@hsph.harvard.edu

Sofia Gruskin, JD, MIA, is the Director of the Program on International Health and Human Rights, and Associate Professor on Health and Human Rights in the Department of Population and International Health at the Harvard School of Public Health. Her work emphasizes the conceptual, methodological, policy and practice implications of linking health to human rights, with particular attention to HIV/AIDS, women, children, gender issues, and vulnerable populations. She has extensive experience in research, training and programmatic work with nongovernmental, governmental and inter-governmental organizations working in the fields of health and human rights around the world. She

has been particularly engaged in shaping the work of these organizations to fully reflect the integration of human rights into their work, as well as helping to conceptualize the ways in which human rights can impact the research agendas of academics and policy makers concerned with public health.

**Rob Moodie**

Professor of Global Health  
Nossal Institute for Global Health  
The University of Melbourne  
Email: r.moodie@unimelb.edu.au

Prof. Rob Moodie is inaugural Chair of Global Health at the Nossal Institute. Rob is an internationally renowned public health expert with almost 30 years experience in planning and evaluating health programs in Australia, Africa, Asia and the Pacific. This includes working in refugee camps in Sudan, on AIDS programs in Cameroon and Uganda, and for the community-controlled Aboriginal Health Service in Alice Springs. He has an interest in the control of AIDS globally and was the inaugural director of country support for the UN program on AIDS in Geneva. He became CEO of the Victorian Health Promotion Foundation (VicHealth) in 1998. He also chairs the Victorian Premier's Drug Prevention Council and the Technical Advisory Panel to the Bill and Melinda Gates Foundation's HIV prevention program in India.

**Elizabeth Reid**

Visiting Fellow  
Research School of Pacific and Asian Studies  
Australian National University  
Email: Elizabeth.reid@anu.edu.au

In 2001 Elizabeth Reid, a development practitioner, feminist and academic with a distinguished career as a national and international public servant, joined the Gender Relations Centre as a Visiting Fellow. She has 30 years of professional development experience in Asia, Africa, the Pacific, the Middle East, the Caribbean, Central America, Eastern Europe and the CIS States. Elizabeth continues with her development practice and is also Senior Adviser to the Collaboration for Health in Papua New Guinea, a Public-Private Partnership for Health. As part of her work with the Collaboration and the GRC, in 2002, Elizabeth convened and chaired an International Roundtable on Increasing Access to HIV Care and Treatment in Resource Poor Settings. The organisations Elizabeth consults with includes the UN System, where she is involved in capacity building for a unified UN System response to the HIV epidemic as well as national HIV policy development and implementation. Prior to joining the GRC Elizabeth had a long career with the UN, including milestones such as Founding

Director of the UNDP HIV and Development Program in New York (1992-1997), Director of the UNDP Division for Women in Development (1989-1991) and Founding Director of the UN Asian and Pacific Centre for Women and Development in Tehran, Iran (1977-1979). Elizabeth was a global first when she became the adviser to the Prime Minister of Australia, the Right Hon. E.G. Whitlam QC, with responsibility for matters relating to the welfare of women and children.

## UNSW Faculty

This course is supported by many other academics from the UNSW Faculties of Medicine, Law, and Arts & Social Science with expertise in the area of health, development and/or human rights. The following faculty members include (in alphabetical order):

**Andrew Byrnes**

Associate Dean (Research)  
Faculty of Law

**Andrea Durbach**

Australian Human Rights Centre  
Faculty of Law

**Patrick Earle**

Diplomacy Training Program  
Faculty of Law

**Lynn Kemp**

Centre for Primary Health Care  
and Equity  
Faculty of Medicine

**Sue Kippax**

National Centre for HIV Social  
Research  
Faculty of Arts & Social Sciences

**Bryan Mercurio**

Faculty of Law

**Garth Nettheim**

Faculty of Law

**Eileen Pittaway**

Centre for Refugee Studies  
Faculty of Arts & Social Sciences  
e.pittaway@unsw.edu.au

**Derrick Silove**

School of Psychiatry  
Faculty of Medicine  
d.silove@unsw.edu.au

**Catherine Spooner**

Social Policy Research Centre  
Faculty of Arts & Social Sciences

**Bernard Stewart**

Faculty of Medicine

**Heather Worth**

National Centre for HIV Social  
Research  
Faculty of Arts & Social Sciences

**Anthony Zwi**

Associate Dean (International)  
School Public Health & Comm Med  
Faculty of Medicine

## Tutors

### **Catherine Esposito**

PhD Candidate  
School of Public Health and  
Community Medicine  
Faculty of Medicine, UNSW

### **Ngiare Brown**

PhD Candidate  
School of Public Health and  
Community Medicine  
Faculty of Medicine, UNSW

### **Moa Sandstrom**

UNSW Initiative for Health and  
Human Rights  
University of New South Wales

## Support Staff

### **Alan Hodgkinson**

Associate Dean (Postgraduate)  
School of Public Health &  
Community Medicine  
Faculty of Medicine, UNSW

### **Bruce Long**

**Administrative Officer**  
School of Public Health &  
Community Medicine  
Faculty of Medicine, UNSW

### **Karin Banna**

Postgraduate Coursework  
Administrator  
School of Public Health &  
Community Medicine  
Faculty of Medicine, UNSW

### **Jacqui Davison**

Marketing and Business  
Development Officer  
UNSW Initiative for Health &  
Human Rights  
University of New South Wales

### **Sonal Bhalla**

Graduate Health Management  
Program Administrator  
School of Public Health &  
Community Medicine  
Faculty of Medicine, UNSW

### **Emily Waller**

Research Assistant  
UNSW Initiative for Health  
Human Rights  
University of New South Wales

### **Tessolonica Ho**

Graduate Public Health Program  
Administrator  
School of Public Health &  
Community Medicine  
Faculty of Medicine, UNSW

### **John Watts**

UNSW Initiative for Health  
Human Rights  
University of New South Wales

## **Course information**

This course can be undertaken by anybody working or studying in one or more of the following area: Health, Development and/or Human Rights. There are no specific requirements for taking this course, however it is expected that participants will have experiences and interests which will be appropriate to share with others.

This course is being offered to UNSW postgraduate students, PhD students, Australian professionals, international professionals and Australian Leadership Award Fellows thanks to the support of AusAID. The following information below provides information for units of credit for postgraduate students.

### **Units of credit**

This course is a postgraduate elective course comprising of either 6 units of credit (PHCM 9663) or 8 units of credit (PHCM 9664) towards the total required for completion of the relevant postgraduate program after the attendance and successful completion of assessment requirements. Given that this is a cross-faculty course, the reason for the two different course code options is that units of credit assigned to a typical course within the Faculties of Medicine, Arts & Social Sciences and Law vary. In general, students enrolled in a Faculty of Medicine postgraduate program will have registered for 6 units of credit. Students enrolled in either a Faculty of Arts & Social Sciences or Law postgraduate program will have registered for 8 units of credit.

### **Continuing Education Credit**

Local (Australian) professionals wishing to undertake this intensive short course may be able to claim continuing education status with their professional membership association. Please contact us if we can assist you in ensuring the course can be registered with the relevant association.

## Course aim



The course aims to provide an overview about the reciprocal interaction between health, human development and human rights, enable you to build and progressively refine your knowledge of related issues, and present structures and practical tools you can use to incorporate a health, development and human rights framework within your work or study.

## Course outcomes

The learning outcomes for this intensive course will allow students and participants to:

1. Define underlying principles and analyse prominent approaches applied to each of the fields of health, development and human rights;
2. Describe the reciprocal interactions between health, development and human rights and how these linkages can be analysed and applied in practice in one or more selected areas pertinent to participants' interests;
3. Illustrate how international mechanisms and procedures can be applied to health, development and human rights and how they can be accessed;
4. Propose key actions and research that is needed to further the synergy between health, development and human rights.

## Learning and teaching rationale

Despite the apparent intuitive connections between health and human rights, the bridging of these two fields is relatively new, uncharted, and needing research. This course will move the analysis further and be the first of its kind to examine the interface of three important global topics: Health, Development and Human Rights. Included within this analysis will be the present status of international human rights and international humanitarian law as they apply to public health practice in relation to developing countries.

The course seeks to engage students, scholars, human rights practitioners, health professionals, activists, development professionals

and members of civil society in a dialogue about the reciprocal interaction between health, human development and human rights, as well as present tools the stakeholders can use to incorporate a health, development and human rights framework into your work.

It is our intention that there will be enough space within this course for participants to discuss their own individual interests and share their practical experiences. Given both the diverse and contentious content of this course, it is our hope that you will apply a critical approach to topics of discussion by critiquing and challenging the status quo. This course will build on the diversity of its participants. Students and professionals come from all over the world, from different professional experiences, disciplines, cultures and age groups. Most are working in an area of health, human development and/or human rights. This course is structured to provide an opportunity for participants to learn from each other and build networks which often continue long after the course has finished.

## Teaching strategies

This four-and-a-half day course has been designed to be both theoretical and practical in orientation. This interactive course is structured around a series of multiple plenary sessions that will establish the core principles and frameworks in each of the three domains. Small group daily workshops will further allow the participants to explore the linkages between these domains through the application of targeted case studies and the diverse experiences of participants.

The course will be structured as follows:

1. Introduction: clarifying participant's expectations, learning objectives and structure of the course. An questionnaire will be used to assess knowledge of participants at the outset of the course. This questionnaire will be identifiable by a code number chosen by each participant so as to allow for a pre/post course knowledge and skills assessment with paired questionnaire.
2. Establishing core principles and conceptual frameworks in each of the three domains: health, development and human rights. As participants are expected to have some familiarity and experience in at least one of these domains, these sessions will be so designed as to engage participants in a debate on their interpretation of what each domain encompasses and what are the key objectives, principles, methods and mechanisms characterising them.

3. Exploring the linkages between health, development and human rights: Participants will be provided with one or more analytical frameworks designed to recognise the reciprocal interaction between health, development and human rights. Case studies developed prior to the course will serve to familiarise participants with the application of the analytical, planning, monitoring, and evaluation methods applicable to the health, development and human rights synergy.
4. Applying learned methods to topics of immediate relevance to participants: Group work will allow participants with the optimal mix of interests and competencies to collectively apply the learned principles and methods to a practical situation with which they are familiar.

For UNSW students and other participants seeking degree credits, this course comprises of mandatory attendance of the entire workshop, an online component using My eLearning Vista, as well as the additional independent study of the course notes, readings, and books in preparation for your final analytical paper. The various online activities using My eLearning Vista will focus on sharing ideas and discussing issues that flow on from the workshop and provide peer-review comments on your analytical paper outlines.

The online component will allow you to:

- Maintain the sense of community established at the workshop;
- Give you the opportunity to continue to share ideas and exchange information;
- Allow you time to reflect on what you have learnt;
- Provide you the opportunity to give and receive feedback on your analytical paper outline; and
- Give you easy access to web-based resources that may be helpful to towards completing your analytical paper.

## Online learning component



The purpose of this online component is threefold: First, it allows you to interact with fellow students, the course tutors and the course convenor after the intensive course – to clarify anything not covered in the course as well as explore the reading material included in the course reader. Second, it allows you easy access to web-based resources that may be helpful when working towards your final assessment requirement. Third, it will provide a forum for peer-review of your assessment outline

The My eLearning Vista component of this course provides:

- Web links to course readings. Links will be found under the relevant lecture.
- A discussion facility for you to:
  - Raise any questions arising during semester. The course's My eLearning Vista will be visited at least once a week for six weeks following the end of the intensive course, or until 31 August 2007.
  - Notify your classmates of any issues of health, development and human rights interest which occur during semester.
  - Provide peer-review feedback on your analytical paper outline.
- A coffee shop facility for you to chat socially amongst yourselves.

It is our hope that the online component will enhance your learning experience. Therefore, you are required, for purposes of assessment, to participate in the My eLearning Vista component of this course.

## **Guidance for using My eLearning Vista**

The School runs a My eLearning Vista tutorial during residential week at the start of each semester. If you are unable to attend this tutorial, guidance for using My eLearning Vista, including some basic tips, can be found at:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/OnlineLearning>

You need to scroll down to find these documents which are pdf files. If you are still experiencing difficulties with My eLearning Vista, please contact Karsten Sommer ([k.sommer@unsw.edu.au](mailto:k.sommer@unsw.edu.au)) or the UNSW IT Service Desk for assistance.

## Assessment

There are three components to the assessment:

1. Full participation in the intensive course at the UNSW campus which is a requirement of the course, but is not graded.
2. Participation in the online activities in the My eLearning Vista learning component. = 25%
3. Submission of a written analytical paper. = 75%

For those UNSW postgraduate students undertaking this course as part of their program requirements, an assessment meeting will be held on Day 4 (Thursday, 19 July 2007 at 8:30am) to discuss and prepare for the assessment requirements.

## Course Participation

As stated above, full attendance of the course on the UNSW campus is a requirement for a successful completion of the course. The sessions are structured around your participation and engagement. Your contribution to the course is extremely important and will be stimulating for all. Except for the course registration, your attendance will not be taken, nor will this component of the assessment be graded.

## Online Participation

Due date: **31 August 2007**

Weighting: 25%

Within the My eLearning Vista, there will be two discussion topics:

*1) Follow-up from the Intensive Course:*

This discussion topic will allow you to openly discuss issues stemming from the plenary sessions, workshops or readings which are of interest to you. This is your opportunity to ask questions and expand the discussion of Health, Development and Human Rights further.

Recommended Posting deadline: 10 August 2007

*2) Analytical Paper Outline:*

This discussion topic will allow you to post an outline of your analytical paper for peer-review comments. The course tutors and convenor will also add comments and provide overall feedback on the issues that have been raised during the peer-review process.

Recommended Posting deadline: 24 August 2007

For each discussion topic, you will be required to submit one posting, such as a question or comment, and one response, thereby totalling a minimum of four postings to the course's Vista website. These postings should be well-thought out and demonstrate reflection on the learning from the course. The above recommended posting deadlines should be used as a guide for submitting your postings for each discussion group. It is particularly important to submit your analytical paper outline by the 24 August 2007 in order to receive valuable feedback from both your peers and the course tutors and convenor.

You will be assessed on whether or have submitted the minimum of four postings, as well as on how you respond to others' contributions. We will be looking for evidence of you responding in such a way as to incorporate any or all of the following:

- giving critically constructive feedback
- initiating a new idea
- giving an example
- expanding on the ideas of others
- articulating your own position
- sharing resources.

## Analytical Paper

Due date: **12 October 2007**

Weighting: 75%

You will be required to submit an analytical paper which examines an issue of importance to your work or study by using health, development or human rights as an entry point. Once you have established that issue in one of the entry points, you will be required to examine the reciprocal interaction with the remaining two areas. Four specific topics will be distributed to students at the commencement of the course and will be discussed at the assessment overview at **8:30am on Thursday 19<sup>th</sup> July in G023, Law Faculty building.**

For Faculty of Medicine students (enrolled in PHCM9663), your paper should be between 3,500 and 4,000 words. For Faculty of Arts & Social Sciences and Law students (enrolled in PHCM9664), your paper should be between 7,500 and 8,000 words. These varying paper lengths reflect the different UoC offered to each Faculty's students and the Faculties different requirements. The papers must be presented in 12 point font, double-spaced format and have wide margins.

Your paper will be assessed on the following criteria:

- 1. The intellectual coherence of your work (15%)**
  - There is a logical flow of ideas
  - Conclusions are supported by evidence and argument
- 2. The intelligibility of your presentations and contributions (15%)**
  - Presentation is clear and concise
  - Accurate referencing
- 3. Research and use of literature (15%)**
  - Quality and adequacy of the literature on which the paper is based
  - Use of available theory and insights from others
- 4. Evidence of critical reading and innovative thinking (of both theoretical and research literature) across the health, development and human rights literature. (40%)**
- 5. How authentic your paper is to the task (15%)**
  - Material presented in the paper addresses the topic selected for that assignment
  - Paper represents application of principles and or theory to your work or study

## 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>  
Students submitting assignments in My eLearning Vista should use the cover sheet available in My eLearning Vista.
2. **Assignment drop off box:**  
All assignments for internal students are to be submitted in the assignment box outside the Postgraduate Coursework office at the School of Public Health and Community Medicine on Level 2, Samuels Building (across from room 241).

### **Electronic submission:**

Students submitting assignments electronically will do so via the My eLearning Vista course website and 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 external students in which electronic submission is not possible, 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  
2<sup>nd</sup> Floor Samuels Building  
The University of New South Wales  
UNSW Sydney NSW 2052

3. See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:  
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>
4. Extensions will not be granted unless there are exceptional circumstances. These circumstances must be discussed in advance with Prof. Daniel Tarantola.
5. Assignments will not be marked if submitted beyond the agreed due date.
6. Only FL assignments can be resubmitted. The maximum grade that can be achieved after re-marking is a PS.
7. We will aim to mark assignments within four weeks of submission. General and specific feedback will be provided.
8. Marked assignments for internal students will be placed in a clearly labelled box in the Postgraduate Coursework area.

9. 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.
10. Please note: Any assignment submitted electronically may be checked at random for plagiarism using the tool, Turnitin.

## 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:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

## Academic honesty and plagiarism

### What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.\* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing 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. 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.

\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

## Collusion

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. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else.

**It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

## 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:

- Four and a half day intensive learning
- Course notes and readings
- Online learning component (for students only)
- Four textbooks
- Additional documents distributed at the intensive course

### Readings

In addition to the literature provided in this course reader, the following textbooks are provided to full-fee paying participants:

- Mann, Jonathan, Gruskin, Sofia, Grodin, Michael and Annas, George (eds) (1999). *Health and Human Rights: A Reader*. New York: Routledge.
- Gruskin, Sofia, Grodin, Michael, Annas, George, Marks, Stephen (eds) (2005). *Perspectives on Health and Human Rights*. New York: Routledge.
- The Human Rights Council of Australia (2001). *The Rights Way to Development: A Human Rights Approach to Development Assistance; Policy and Assistance*. Sydney: The Human Rights Council of Australia.
- *Twenty-five Human Rights Documents*. Center for the Study of Human Rights, Columbia University.

Please Note: UNSW students enrolled in PHCM9663/9664 access these textbooks by purchasing the first two books directly from the Initiative for Health and Human Rights at less than cost price and the latter two books directly from the UNSW Bookshop (Phone: (02) 9385 6622 and Email: [orders@bookshop.unsw.edu.au](mailto:orders@bookshop.unsw.edu.au)); limited copies will also be available from the Closed Reserve section of the Main Library and the Law Library.

## Course Evaluation

An end of course evaluation will be conducted in order to expose and assess areas of strength and weakness within this inaugural course. Participant feedback, both by students and professionals, is taken seriously, and continual improvements will be made to the course based in part on such feedback. Evaluation activities across the University 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.its.unsw.edu.au/policies/policies\\_home.html](http://www.its.unsw.edu.au/policies/policies_home.html)

### UNSW IT Service Desk (My eLearning Vista support)

The IT Service Desk is your central point of contact for assistance and support with My eLearning Vista, UDUS, UniMail, UniPass and UnWide. Contact them directly for assistance with IT related matters, including My eLearning Vista:

Website: <http://www.disconnect.unsw.edu.au/>  
Phone: +61 (2) 9385 1333  
Email: [servicedesk@unsw.edu.au](mailto:servicedesk@unsw.edu.au)  
Location: UNSW Library level 2

### 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.

More information about UNSW library assistance for postgraduate students is available at:

<http://info.library.unsw.edu.au/web/services/services.html>

## 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/>

## 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>

## 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>

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>

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/StudentResources>

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 Clinical Education Programs F: + 61 (2) 9385 1526 E: <a href="mailto:postgrad-sphcm@unsw.edu.au">postgrad-sphcm@unsw.edu.au</a>
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## **Other matters**

Occupational Health & Safety:

<http://www.riskman.unsw.edu.au/ohs/ohs.shtml>

Grievance procedures:

[http://www.infonet.unsw.edu.au/poldoc/student\\_grievance\\_resolution.htm](http://www.infonet.unsw.edu.au/poldoc/student_grievance_resolution.htm)

Equity & Diversity: <http://www.equity.unsw.edu.au>

# UNSW Intensive Course on Health, Development and Human Rights

16 - 20 July 2007, The University of New South Wales, Kensington Campus, Sydney, Australia

## COURSE SCHEDULE

Day 1 – Monday, 16 July 2007 WELCOME AND REGISTRATION		
Time	Activity	Location
16:00	<b>Participant Registration</b>	John Niland Scientia Building – Tyree room, UNSW
17:00	<b>Welcome to Country</b> <i>Mr. Clarence Slockee</i>  <b>Opening Remarks</b> <i>Prof. James Donald, Dean of the Faculty of Arts &amp; Social Sciences, UNSW</i>	John Niland Scientia Building – Tyree room, UNSW
17:10	<b>A Brief History of Health and Human Rights</b> <i>A/Prof. Sofia Gruskin, Program on International Health and Human Rights, Harvard School of Public Health</i>	
17:30	<b>The Right to the Highest Attainable Standard of Health</b> <i>Prof. Paul Hunt, University of Essex and UN Special Rapporteur on the Right to Health</i>	
17:50	<b>The Links between Health, Development and Human Rights</b> <i>Prof. Daniel Tarantola, Course Director, Initiative for Health and Human Rights, UNSW</i>	
18:05	<b>Introduction of Participants, Members of Course Faculty and Support Persons</b> <i>Prof. Daniel Tarantola, Course Director, Initiative for Health and Human Rights, UNSW</i>	
18:35	<b>Keynote address (Plenary Session 1): Indigenous Populations, Health, Social Justice and Human Rights</b> <i>Tom Calma, Aboriginal and Torres Strait Islander Social Justice Commissioner</i>	
18:50	<b>Opening of the Course</b> <i>Prof. Peter Smith, Dean of the Faculty of Medicine, UNSW</i>	
19:00	<b>Social Reception</b>  <b>Special Reception Address</b> <i>Prof. Sue Kippax, National Centre for HIV Social Research, Faculty of Arts &amp; Social Sciences, UNSW</i>	

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Day 2 – Tuesday, 17 July 2007

**INTRODUCTION TO HEALTH, DEVELOPMENT AND HUMAN RIGHTS**

Time	Activity	At the end of each session, participants will be able to do the following:	Location
8:30	<b>Pre-course Assessment Activity</b>		Law G23
9:00	<b>Opening Day Remarks</b> <b>Course Overview: Learning Objectives, Course Agenda and Participants' Expectations</b> <i>Daniel Tarantola, Course Director, Initiative for Health and Human Rights, UNSW</i>		Law G23
10:00	<b>Plenary Session 2</b> <b>Introduction to Public Health</b> <i>Anthony Zwi, School of Public Health &amp; Community Medicine, Faculty of Medicine, UNSW</i>	<ul style="list-style-type: none"> <li>Summarise the key principles and theories of public health</li> </ul>	Law G23
10:30	<b>Plenary Session 3 (formerly Session 5 in Course Reader)</b> <b>The Right to Development</b> <i>Paul Hunt, University of Essex &amp; UN Special Rapporteur on the Right to Health</i>	<ul style="list-style-type: none"> <li>Describe the links between international development and human rights</li> </ul>	Law G23
11:00	Tea/coffee Break		Law – Level 1
11:30	<b>Plenary Session 4</b> <b>Introduction to Human Rights</b> <i>Andrew Byrnes, School of Law, Faculty of Law, UNSW</i>	<ul style="list-style-type: none"> <li>Identify five key human rights documents related to health and development</li> </ul>	Law G23
12:00	<b>Plenary Session 5 (formerly Session 3 in Course Reader)</b> <b>Introduction to Human Development</b> <i>Elizabeth Reid, Research School of Pacific and Asian Studies, Australian National University</i>	<ul style="list-style-type: none"> <li>Summarise the key principles and theories of human development</li> </ul>	Law G23
12:30	Lunch		Roundhouse Function Centre
14:00	<b>Small Group Workshops: Health, Development and Human Rights</b>		
	<b>1. Indigenous Health and Development</b> <i>Garth Nettheim &amp; Ngiare Brown</i>	<b>2. Health, Development and Human Rights in Fragile States</b> <i>Anthony Zwi, Sofia Gruskin &amp; Cathy Esposito</i>	<b>3. Development, Human Rights and the UN System</b> <i>Daniel Tarantola, Paul Hunt &amp; Moa Sandstrom</i>
	<ul style="list-style-type: none"> <li>Analyse the mutually reinforcing interaction between health, development and human rights through a given case studies</li> </ul>		Group 1: Law 202 Group 2: Law 275 Group 3: Law 276
15:30	Course Photo Shoot		Law Entrance
15:45	Tea/coffee Break		Law – Level 1
16:00	<b>Plenary Session 6</b> <b>The Way We Treat Each Other</b> <i>Rob Moodie, Nossal Institute for Global Health, University of Melbourne</i>	<ul style="list-style-type: none"> <li>Identify five significant effects of the way we treat each other as a determinant of our health and realising our rights</li> </ul>	Law G23
16:30	<b>Plenary Session 7</b> <b>Health and Human Rights in Practice</b> <i>Sofia Gruskin, Harvard School of Public Health</i>	<ul style="list-style-type: none"> <li>Describe how health and human rights can be applied and analysed in practice in one or more selected area pertinent to participants' interests</li> </ul>	Law G23
17:00	<b>Plenary Review of Day 2's Work</b>	<ul style="list-style-type: none"> <li>Summarise highlights of the day</li> </ul>	Law G23
17:30–18:00	<b>Plenary Session 8</b> <b>The Health, Development and Human Rights Triangle</b> <i>Daniel Tarantola, Initiative for Health and Human Rights, UNSW</i>	<ul style="list-style-type: none"> <li>Describe the value and impact of linking health, development and human rights</li> </ul>	Law G23

Day 3 – Wednesday, 18 July 2007

**FRAMEWORKS FOR HEALTH, DEVELOPMENT AND HUMAN RIGHTS**

Time	Activity	At the end of each session, participants will be able to do the following:	Location
9:00	<b>Plenary Session 9</b> <b>Rights-based Approach: Principles, Policies and Governance</b> <i>Daniel Tarantola, Initiative for Health and Human Rights, UNSW</i>	<ul style="list-style-type: none"> <li>List important principles and policies of a rights-based approach to development</li> </ul>	Law G23
10:00	<b>Plenary Session 10</b> <b>Rights-based Approaches and Gender</b> <i>Andrew Byrnes, Faculty of Law, UNSW</i>	<ul style="list-style-type: none"> <li>Describe the importance of gender in relation to health, development and human rights through rights-based approaches</li> </ul>	Law G23
11:00	Tea/coffee break		Law – Level 1
11:30	<b>Plenary Session 11</b> <b>HIV/AIDS, Sexuality and Human Rights</b> <i>Heather Worth, National Centre for HIV Social Research, Faculty of Arts &amp; Social Sciences, UNSW</i>	<ul style="list-style-type: none"> <li>Identify key human rights issues related to HIV/AIDS, sexuality and human rights</li> </ul>	Law G23
12:30	Lunch		Roundhouse Function Centre
14:00	<b>Small Group Workshops: Applying a Rights-based Approach</b>		
	<b>1. Rights-based Approach to HIV/AIDS</b> <i>Heather Worth &amp; Cathy Esposito</i>	<b>2. Rights-based Approach to Sexual and Reproductive Health</b> <i>Sofia Gruskin &amp; Ngiare Brown</i>	<b>3. Rights-based Approach to Development</b> <i>Paul Hunt &amp; Moa Sandstrom</i>
	<ul style="list-style-type: none"> <li>Through case-studies, illustrate how a rights-based approach to a particular health topic can be applied</li> </ul>		Group 1: Law 202
			Group 2: Law 275
			Group 3: Law 276
15:30	Tea/coffee break		Law – Level 1
16:00	<b>Plenary Session 12</b> <b>Neglected Diseases, Development and Human Rights</b> <i>Paul Hunt, University of Essex and UN Special Rapporteur on the Right to Health</i>	<ul style="list-style-type: none"> <li>Identify three important neglected diseases and describe how they relate to development and human rights</li> </ul>	Law G23
16:30	<b>Plenary Session 13</b> <b>Rights-based Approach to Migration</b> <i>Patrick Earle, Faculty of Law, UNSW</i>	<ul style="list-style-type: none"> <li>Describe how public institutions promote good governance in the area of Health and Human Rights</li> </ul>	Law G23
17:00-18:00	<b>Plenary Review of Day 3's Work</b>	<ul style="list-style-type: none"> <li>Summarise highlights of the day</li> </ul>	Law G23

Day 4 – Thursday, 19 July 2007

**HUMAN RIGHTS AND THE HEALTH OF POPULATIONS IN JEOPARDY**

Time	Activity	At the end of each session, participants will be able to do the following:	Location		
8:30	<b>Student Assessment Overview</b> <i>All participants enrolled in this course for academic credit should attend this session to discuss the assessment requirements</i>		MED: Law 202 FASS: Law 275 LAW: Law 276		
9:00	<b>Plenary Session 14</b> <b>Migration, Refugees and Internally Displaced Persons</b> <i>Eileen Pittaway, Centre for Refugee Studies, UNSW</i>	<ul style="list-style-type: none"> <li>Identify five key human rights issues as related to the health of migrants</li> </ul>	Law G23		
9:30	<b>Plenary Session 15</b> <b>Public Health Emergencies and Fragile States</b> <i>Anthony Zwi, School of Public Health &amp; Community Medicine, Faculty of Medicine, UNSW</i>	<ul style="list-style-type: none"> <li>List five important health and human rights issues as they relate to emergencies and fragile states in developing countries</li> </ul>	Law G23		
10:00	<b>Plenary Session 16</b> <b>Child and Adolescent Health: Using the Convention on the Right of the Child</b> <i>Sofia Gruskin, Harvard School of Public Health</i>	<ul style="list-style-type: none"> <li>Explain the significance of an international treaty on children as applied in the field</li> </ul>	Law G23		
11:00	Tea/coffee break		Law – Level 1		
11:30	<b>Plenary Session 17</b> <b>Truth, Justice and Reconciliation: Mental Health and Human Rights in Timor Leste and the Solomon Islands</b> <i>Derrick Silove, School of Psychiatry, Faculty of Medicine, UNSW</i>	<ul style="list-style-type: none"> <li>Summarise the human rights impact on mental health in post-conflict situations</li> </ul>	Law G23		
12:00	<b>Plenary Session 18</b> <i>Moved to Day 5 at 9:30am</i>		Law G23		
12:30	Lunch		Roundhouse Function Centre		
13:30	<b>Small Group Workshops: Significance and Challenges of Applying a Rights-based Approach</b>				
	<b>1. Rights-based Approach to Children's Health</b> <i>Sofia Gruskin &amp; Ngjare Brown</i>	<b>2. Rights-based Approach to Humanitarian Emergencies</b> <i>Anthony Zwi &amp; Cathy Esposito</i>	<b>3. Rights-based Approach to the Health of Migrants</b> <i>Eileen Pittaway &amp; Moa Sandstrom</i>	<ul style="list-style-type: none"> <li>Describe the significance and challenge of applying rights-based approaches to a given case studies in the context of development</li> </ul>	Group 1: Law 202 Group 2: Law 275 Group 3: Law 276
15:00	Tea/coffee break		Law – Level 1		
15:30	<b>Current Issue Session</b> <b>Cancer Control as a Human Right in Developing Countries</b> <i>Prof. Bernard Stewart, Faculty of Medicine, UNSW</i>	<ul style="list-style-type: none"> <li>Identify three ways in which human rights are applicable to cancer in developing countries</li> </ul>	Law G23		
16:00	<b>Plenary Session 19</b> <b>Impact of Globalization on Health, Development and Human Rights: TRIPS and the Burdens to Access to Medicines</b> <i>Bryan Mercurio, Faculty of Law, UNSW</i>	<ul style="list-style-type: none"> <li>Describe how globalisation both positively and negatively impacts on health, development and human rights</li> </ul>	Law G23		
16:30–17:30	<b>Plenary Review of Day 4's Work</b>	<ul style="list-style-type: none"> <li>Summarise highlights of the day</li> </ul>	Law G23		

Day 5 – Friday, 20 July 2007

**HEALTH, DEVELOPMENT AND HUMAN RIGHTS: STRUCTURES AND MECHANISMS**

Time	Activity	At the end of each session, participants will be able to do the following:	Location			
9:00	<b>Plenary Session 20</b> <b>Indigenous Legal Issues and Human Rights Law</b> <i>Garth Netthein, Faculty of Law, UNSW</i>	<ul style="list-style-type: none"> <li>Identify five important human rights issues currently facing indigenous populations</li> </ul>	Law G23			
9:30	<b>Plenary Session 18, 21 &amp; 22</b> <ul style="list-style-type: none"> <li><b>Effectiveness of International Public Health Programming focusing on the most vulnerable</b></li> <li><b>Structure, Systems and Procedures</b></li> <li><b>Mechanisms and Indicators for Monitoring and Evaluating Health and Human Rights</b></li> </ul> <i>Sofia Gruskin, Harvard School of Public Health</i>	<ul style="list-style-type: none"> <li>Identify three ways in which human rights determine effectiveness in public health programming</li> <li>illustrate how international mechanisms and procedures can be applied to health, development and human rights</li> <li>Identify three important public health indicators for monitoring human rights</li> </ul>	Law G23			
			Law G23			
10:30	Tea/Coffee break		Law – Level 1			
11:00	<b>Plenary Session 23</b> <b>Health and Human Rights Impact Assessment</b> <i>Lynn Kemp, Faculty of Medicine, UNSW</i>	<ul style="list-style-type: none"> <li>Describe the development and application of a Health and Human Rights Impact Assessment</li> </ul>	Law G23			
11:30	<b>Plenary Session 24</b> <b>The Future of Health and Human Rights Research</b> <i>Daniel Tarantola, Initiative for Health and Human Rights, UNSW</i>	<ul style="list-style-type: none"> <li>Identify key actions and research that is need to build the evidence base on the synergy between health, development &amp; human rights</li> </ul>	Law G23			
12:00	Lunch		Roundhouse Function Centre			
13:15	<b>Small Group Workshops</b> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; vertical-align: top;"> <b>1. Health, Human Rights and the Law</b> <i>Andrea Durbach &amp; Moa Sandstrom</i> </td> <td style="width:33%; vertical-align: top;"> <b>2. Human Rights Monitoring &amp; Evaluation in Public Health</b> <i>Sofia Gruskin &amp; Cathy Esposito</i> </td> <td style="width:33%; vertical-align: top;"> <b>3. Health, Development and Human Rights Research</b> <i>Daniel Tarantola &amp; Ngiare Brown</i> </td> </tr> </table>	<b>1. Health, Human Rights and the Law</b> <i>Andrea Durbach &amp; Moa Sandstrom</i>	<b>2. Human Rights Monitoring &amp; Evaluation in Public Health</b> <i>Sofia Gruskin &amp; Cathy Esposito</i>	<b>3. Health, Development and Human Rights Research</b> <i>Daniel Tarantola &amp; Ngiare Brown</i>	<ul style="list-style-type: none"> <li>Describe the application of human rights law to health and development issues; or</li> <li>Describe the process for monitoring and evaluating human rights; or</li> <li>Identify emerging area of research in health, development and human rights</li> </ul>	Group 1: Law 202
		<b>1. Health, Human Rights and the Law</b> <i>Andrea Durbach &amp; Moa Sandstrom</i>	<b>2. Human Rights Monitoring &amp; Evaluation in Public Health</b> <i>Sofia Gruskin &amp; Cathy Esposito</i>	<b>3. Health, Development and Human Rights Research</b> <i>Daniel Tarantola &amp; Ngiare Brown</i>		
		Group 2: Law 275				
Group 3: Law 276						
14:45	<b>Post-course Assessment Activity &amp; Evaluation</b>		Law G23			
15:15	<b>Current Issue Session</b> <b>Social Determinants of Health and Drug Use</b> <i>Catherine Spooner, Social Policy Research Centre, Fac Arts &amp; Social Sciences, UNSW</i>	<ul style="list-style-type: none"> <li>Identify three ways in which human rights may be applicable to the current issue</li> </ul>	Law G23			
15:45	Tea/coffee break		Law – Level 1			
16:15-16:45	<b>Plenary Review of Day 5's Work</b>  <b>Course Wrap-up</b> <i>Daniel Tarantola, Initiative for Health and Human Rights, UNSW</i>	<ul style="list-style-type: none"> <li>Summarise highlights of the day</li> <li>Define the underlying principles and prominent approaches applied to each of the fields of health, development and human rights</li> </ul>	Law G23			
16:45-17:00	<b>Closing Remarks and Course Certificates</b> <i>Prof. Richard Henry, Deputy-Vice-Chancellor (Academic), UNSW</i>	<ul style="list-style-type: none"> <li>Presentation of course certificates</li> </ul>	Law G23			