

# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Course Title:</b>	WORKING IN COLLABORATION WITH FIRST NATIONS FAMILIES
<b>Course ID:</b>	HEALM6308
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060303

## Description of the Course:

This course explores the safe and effective provision of health care in partnership with women and families identifying as Australian First Nations Peoples. The central focus is an exploration of the experience of motherhood, family development, and perinatal health of First Nations Peoples. Building a depth of understanding of the historical and contemporary influences on the social determinants of health including cultural and political factors and their impact on shaping Australian First Nations diverse communities will also be examined. This course is underpinned by a strengths-based, family centred approach, as a fundamental principle of care. Students will apply principles of culturally safe practice of Aboriginal & Torres Strait Islander People, based on a foundation of respect for diversity and difference, addressing individual needs of the family.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	✓	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Discuss Aboriginal and Torres Strait Islander people's history, health and culture identifying strategies for delivery of effective care;
- K2.** Critically examine and evaluate historical, political, cultural and social influences that have led to Aboriginal & Torres Strait Islander People health outcomes
- K3.** Examine and reflect on how one's own culture and dominant cultural paradigms, influence perceptions of and interactions with Aboriginal and Torres Strait Islander peoples
- K4.** Examine the basis of Aboriginal & Torres Strait Islander People's identities including cultural diversity, cultural vulnerability, resilience and place in contemporary Australia
- K5.** Recognise the impact of different cultural perspectives and suggest how an individual's understandings can influence engagement with Aboriginal and Torres Strait Islander individuals, families, organisations, and communities

#### Skills:

- S1.** Employ advanced interpersonal and therapeutic communication skills when working with First Nation's women, families, and communities.
- S2.** Demonstrate theoretical understanding and skills development in education and counselling for health promotion in relation to the childbearing continuum.
- S3.** Analyse the rationale for the development of health policies that affect Australian Aboriginal and Torres Strait Islander communities
- S4.** Critically evaluate factors relating to health inequity between Indigenous and non-Indigenous families. Explore the current efforts in closing the gap in perinatal outcomes and consider future interventions to address inequalities.
- S5.** Demonstrate culturally safe practice in the care of Aboriginal & Torres Strait Islander People, based on a foundation of respect for diversity and difference and practice of cultural safety

#### Application of knowledge and skills:

- A1.** Provide family focused care of women and their babies and apply appropriate individualised strategies and care to promote recovery and well-being
- A2.** Utilise critical thinking, problem solving and reflective practice skills to provide culturally safe woman/family centred care throughout the perinatal period
- A3.** Critique the role of health professionals in the broader context of public and primary health care provision and the impact on long term maternal and infant health

#### Course Content:

The CATSINaM Health Curriculum Framework (2014); NMBA Midwife Standards for Practice (2018); NMBA Registered Nurse Standards for Practice (2016); NMBA Code of Conduct for Midwives (2018); NMBA Code of Conduct for Nurses (2018); Code of Ethics for Midwives (2014); Code of Ethics for Nurses (2021); NMBA Decision-making framework for nursing and midwifery (2020); National Digital Health Strategy (2021); National Safety and Quality Health Services Standards (2019) and Federation University Stretch Reconciliation

Plan have substantially informed the syllabus/content of this course.

MODULES		THEORY
1.	Overview of Aboriginal and Torres Strait Islander peoples' history and culture	<ul style="list-style-type: none"> <li>• First Nations culture prior to settlement</li> <li>• European settlement of Australia and its impact on culture, identity and health</li> <li>• Terra Nullius</li> <li>• Colonisation</li> <li>• Clarification of differences in central concepts such as 'holism' and 'family'</li> <li>• The effect of the Stolen Generations</li> </ul>
2.	Contemporary and traditional Australian indigenous culture and identity	<ul style="list-style-type: none"> <li>• Cultural practices</li> <li>• Meanings of family, community, country, values</li> <li>• Community decision making processes;</li> <li>• Loss of country</li> <li>• Cultural loss</li> <li>• Assimilation</li> <li>• Reconciliation</li> </ul>
3.	Cultural safety	<ul style="list-style-type: none"> <li>• Identify one's own cultural identity and dominant cultural paradigms, and critically examine how these influence perceptions of and interactions with Aboriginal and Torres Strait Islander peoples.</li> <li>• Concepts, theories relating to issues of social justice and cultural safety and its meaning, difference and diversity.</li> <li>• Discernment of Culturally safe practices in health with Indigenous communities</li> <li>• Cross cultural communication</li> <li>• Communication strategies for providing effective health and maternity care for Aboriginal and Torres Strait Islander families</li> <li>• Cultural safety issues for Aboriginal and Torres Strait Islander peoples</li> </ul>
4.	Health and wellbeing	<ul style="list-style-type: none"> <li>• Identify the dominant cultural paradigms of the Australian Health Care system with particular emphasis on maternity services, and critically examine how these influence perceptions of and interactions with Aboriginal and Torres Strait Islander peoples.</li> <li>• Contemporary Aboriginal &amp; Torres Strait Islander health issues;</li> <li>• Social determinants of Aboriginal and Torres Strait Islander peoples' health</li> <li>• Perinatal outcomes for Aboriginal and Torres Strait Islander people</li> <li>• Maternity and primary health care for Aboriginal and Torres Strait Islander childbearing families</li> <li>• Strengths-based approaches</li> </ul>

5. Addressing inequities	<ul style="list-style-type: none"> <li>• Aboriginal &amp; Torres Strait Islander health policies (national and state): evolution of policies from 1930's to present;</li> <li>• National Safety and Quality Health Service (NSQHS) Standards; Paediatric Quality Standards for Aboriginal and Torres Strait Islander people</li> <li>• Social and economic circumstances</li> <li>• Cultural Capability model               <ul style="list-style-type: none"> <li>◦ Respect</li> <li>◦ Communication</li> <li>◦ Safety and quality</li> <li>◦ Reflection</li> <li>◦ Advocacy</li> </ul> </li> </ul>
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### Graduate Attributes

Federation graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5, S2, S3, S4, A2	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A1, A3	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K5, S1, S2, S3, S4, S5, A1, A2, A3	AT1, AT2

GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, K5, S1, S2, S5, A1, A2, A3	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	A3	AT2

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S5, A1, A2	Exploration and analysis of important concepts of historical and contemporary social privileges and the potential influence on Aboriginal and Torres Strait Islander health outcomes in the context of Australian maternity care.	Audio/visual presentation	40-60%
K1, K2, K4, K5, S2, S3, S4, A1, A3	Application of theoretical concepts to the context of health for Aboriginal and Torres Strait Islander women and families.	Written assessment	40-60%

**Adopted Reference Style:**

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)