

**School / Faculty:** Faculty of Health

**Course Title:** THE HEALTH & CULTURAL DIVERSITY OF FIRST AUSTRALIANS

**Course ID:** HEALT2114

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED Code:** 069999

**Grading Scheme:** Graded (HD, D, C, etc.)

**Program Level:**

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**

On successful completion of the course the students are expected to be able to:

**Knowledge:**

- K1.** Analyse the impact of different cultural perspectives from one’s personal understandings, and suggest how these understandings can influence engagement with Aboriginal, and Torres Strait Islander individuals, families and communities;
- K2.** Investigate factors that influence cultural vulnerability and resilience and their relationship to health choices;
- K3.** Examine the basis of Aboriginal and Torres Strait Islander people’s identities including cultural diversity;
- K4.** Explore the meaning of ‘cultural safety’ and the impact that feeling safe might have on Australia’s First People experiencing improved health outcomes;

**Skills:**

- S1.** Analyse and critically explain historical, political, cultural and social factors that have led to Aboriginal and Torres Strait Islander peoples experiencing poor health;
- S2.** Investigate and explain the rationale for the development of Aboriginal and Torres Strait Islander health policies at National and State levels;

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- S3. Investigate and explain the role of various stakeholders in Australian Indigenous Health (e.g. National Aboriginal Community Controlled Health Organisation, Victorian Aboriginal Community Controlled Health Organisation, State and local Aboriginal health services, Co-operatives, [CATSIN@M](mailto:CATSIN@M));
- S4. Analyse strategies, practices and programs (including positive contributions by Aboriginal and Torres Strait Islander people themselves) in health care delivery and health promotion designed to work in partnership with Aboriginal and Torres Strait Islander peoples to meet current health needs;

## Application of knowledge and skills:

- A1. Develop an understanding of Aboriginal and Torres Strait Islander identity/(ies) including their diversity and place in contemporary Australia;
- A2. Recognise the extent to which Aboriginal and Torres Strait Islander people continue to experience poor health and demonstrate effective ways of working that will improve this situation;
- A3. Develop respect for diversity and difference and practice of cultural safety; and
- A4. Apply knowledge of different cultural understandings to how those in health care work with Indigenous individuals, families and communities.

## Course Content:

The NMBA *Registered Nurse Standards for Practice (2016)*; NMBA *Code of Professional Conduct for Nurses and Code of Ethics for Nurses*; The Australian Psychology Accreditation Council's *Rules for Accreditation and Accreditation Standards for Psychology Courses (2010)* and the *Australian Indigenous Psychology Education Project* have substantially informed the syllabus/content of this course.

- Concepts, theories relating to issues of social justice and cultural safety, difference and diversity;
- Contemporary and traditional Australian indigenous culture and identity: (loss of country, cultural loss, assimilation and reconciliation);
- Exploration of Aboriginal and Torres Strait Islander definitions of health and wellbeing
- European settlement of Australia and its impact on culture, identity and health since 18th century, incorporating ideas of *Terra Nullius* and clarification of differences in central concepts such as 'holism' and 'family';
- Cultural practices and meanings of family, community, country, values and community decision making processes;
- Aboriginal and Torres Strait Islander health policies (national and state): evolution of policies from 1930's to present;
- Contemporary Aboriginal and Torres Strait Islander health issues;
- Meanings of cultural safety
- Discernment of Culturally safe practices in health with Indigenous communities.

## Values and Graduate Attributes:

- Understand and apply principles of self-directed learning in a cooperative education environment.
- Appreciate multiple cultural identities within Aboriginal and Torres Strait Islanders populations and how these have implications for engagement in health.
- Analyse the rationale for the development of health policies that impact on Australian Indigenous communities.
- Display processes of critical reflection on the impact of power embedded in professional health

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personnel as they engage with Aboriginal and Torres Strait Islander communities in promoting health and wellbeing; and

- Demonstrate culturally safe practice in the care of Australia's First people and all other cultures, and respect for other students, their values, opinions and backgrounds.

### Graduate Attributes:

FedUni 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.

### Describe how this course develops these for Health professionals:

Attribute	Brief Description	Low Focus	Medium Focus	High Focus
Knowledge, skills and competence	Students develop knowledge skills and professional competence in cultural and linguistic diversity with a focus on health outcomes for First Australians			✓
Critical, creative and enquiring learners	Students are encouraged to think critically, and ask questions to develop confidence, capability, assurance, independence and enterprise to enable them to fulfil their personal and career aspirations;			✓
Capable, flexible and work ready	Students will add to the productive capacity of the economy and be in demand and will be attuned to, and engage with, contemporary social and cultural issues and aspire to make meaningful and helpful contributions to local, national and global communities;		✓	
Responsible, ethical and engaged citizens	Students will be aware of generally accepted norms of ethical behaviour and be encouraged to act in a socially responsible manner both in the work place and other settings			✓

These have been applied to nursing context below:

### Nursing Graduate Attributes:

The Bachelor of Nursing is a graduate capabilities outcomes-based curriculum. This course develops and/or assesses the following Federation University Australia and Registered Nursing Graduate Capabilities/Attributes and the NMBA Registered Nurse Standards for Practice (2016).

Federation University Graduate Attributes	Registered Nurse Graduate Capabilities	Low Focus	Medium Focus	High Focus	Assessed
<b>Responsible, ethical, engaged citizens</b> Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker		✓		
	2. Politically astute, situational leader and citizen			✓	✓
	3. Socially and culturally aware agent for change			✓	✓
<b>Critical, creative and enquiring learners</b> Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning		✓		
	5. Creative problem solver		✓		
	6. Life-long researcher				
<b>Capable, flexible and work ready</b> Communication skills Independent and collaborative worker	7. Skilled therapeutic Communicator		✓		✓
	8. Capable Inter-Disciplinary Healthcare Team Member			✓	✓
<b>Knowledge, skills and competence</b> Competent, safe, quality care. Apply knowledge and skills into new contexts	9. Competent, caring, safe and professional practitioner			✓	✓

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## Learning Task and Assessment:

A 15 credit point course will involve a minimum of 150 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The *Teacher-directed* hours of student learning in this course will be experienced primarily through teaching innovations like interactive technology enhanced learning, class discussions, audio-visual presentations, flexible blended and on-line learning, low and high fidelity field-trips, exploration of case studies and inquiry-based learning. Attendance and active participation is encouraged and expected during class sessions. Attendance at all clinical placement and laboratory sessions is compulsory.

*Learner-directed* hours will include focused learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	Comprehension exercises to assess critical appreciation of lectures and readings.	On-line activities	20-40%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	Participation in a group project to explore an Aboriginal and Torres Strait Islander health issue and provide a strategy for responding to the identified issue.	Group Presentation and Report	60-80%

## Adopted Reference Style:

APA