

# Course Outline (Higher Education)

<b>School:</b>	School of Nursing and Healthcare Professions
<b>Course Title:</b>	THE HEALTH & CULTURAL DIVERSITY OF FIRST AUSTRALIANS FOR NURSES
<b>Course ID:</b>	NURBN2017
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(HEALT2114)
<b>ASCED:</b>	060301

## Description of the Course :

This Course aims to provide students with an understanding of Aboriginal & Torres Strait Islander (ATSI) diversity, cultural protocols and health issues. The course provides an overview of Aboriginal & Torres Strait Islander identity and investigates historical, cultural and social factors affecting health outcomes specific to Australia's First peoples. Additionally it analyses the development of current Aboriginal & Torres Strait Islander health policies and the roles of various stakeholders including Aboriginal Community Controlled agencies. Students will analyse effective strategies, programs and practices (including Best Practice models for health care delivery, research and health promotion and positive contributions made by First Australians themselves) which are designed to improve Aboriginal & Torres Strait Islander health outcomes.

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

**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:

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

## Learning Outcomes:

# Course Outline (Higher Education)

NURBN2017 THE HEALTH & CULTURAL DIVERSITY OF FIRST AUSTRALIANS FOR NURSES

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

## Knowledge:

- K1.** Analyse the impact of different cultural perspectives and suggest how an individual's 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 & 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 influences that have led to Aboriginal & Torres Strait Islander peoples experiencing poor health;
- S2.** Investigate and explain the rationale for the development of Aboriginal & Torres Strait Islander health policies at National and State levels;
- 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, CATSINAM);
- S4.** Analyse strategies, practices and programs (including positive contributions by Aboriginal & Torres Strait Islander people themselves) in health care delivery and health promotion designed to work in partnership with Aboriginal & Torres Strait Islander peoples to meet current health needs,

## Application of knowledge and skills:

- A1.** Develop an understanding of Aboriginal & Torres Strait Islander identity/ (ies) including their diversity and place in contemporary Australia;
- A2.** Recognise the extent to which Aboriginal & Torres Strait Islander people continue to experience poor health and demonstrate effective ways of working towards improving 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.

Topics may include:

- 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 & 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'

# Course Outline (Higher Education)

NURBN2017 THE HEALTH & CULTURAL DIVERSITY OF FIRST AUSTRALIANS FOR NURSES

- and 'family';
- Cultural practices and meanings of family, community, country, values and community decision making processes;
- Aboriginal & Torres Strait Islander health policies (national and state): evolution of policies from 1930's to present;
- Contemporary Aboriginal & Torres Strait Islander health issues;
- Meanings of cultural safety
- Discernment of Culturally safe practices in health with Indigenous communities.

## Values:

- V1.** Understand and apply principles of self-directed learning in a cooperative education environment.
- V2.** Appreciate multiple cultural identities within Aboriginal & Torres Strait Islanders populations and how these have implications for engagement in health.
- V3.** Analyse the rationale for the development of health policies that affect Australian Indigenous communities.
- V4.** Display processes of critical reflection on the impact of power embedded in professional health personnel as they engage with Aboriginal & Torres Strait Islander communities in promoting health and wellbeing; and
- V5.** 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.

# Course Outline (Higher Education)

NURBN2017 THE HEALTH & CULTURAL DIVERSITY OF FIRST AUSTRALIANS FOR NURSES

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 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</b> Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker		X		
	2. Politically astute, situational leader and citizen			X	X
	3. Socially and culturally aware agent for change			X	X
<b>Critical, creative and enquiring learners</b> Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning		X		
	5. Creative problem solver		X		
	6. Life-long researcher				
<b>Capable, flexible and work ready</b> Communication skills Independent & collaborative worker	7. Skilled therapeutic communicator		X		X
	8. Capable Inter-Disciplinary Healthcare Team Members			X	X
<b>Knowledge, skills and competence</b> Competent, safe, quality care. Apply knowledge & skills into new contexts	9. Competent, caring, safe and professional practitioners			X	X

## Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	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 & 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