Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	PRIMARY HEALTH 3: THE HEALTH AND CULTURAL DIVERSITY OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE
Unit ID:	NURBN2025
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(HEALT2114)
ASCED:	060301

Description of the Unit:

This unit is designed to strengthen the practice of cultural safety with Aboriginal and Torres Strait Islander Peoples. Students will explore the diversity and resilience of the longest living culture, Aboriginal and Torres Strait Islander Peoples. Students will reflect on one's own cultural values and privileges and understandings of how health inequities that arise from political, societal, historical and economic injustices such as colonisation and racism, impact health outcomes. Students will learn from Aboriginal and Torres Strait Islander strengths based healthcare models that have led to improved health and wellbeing.

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 Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	✔	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	☐	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Identify the cultural diversity of Aboriginal and Torres Strait Islander nations across Australia.

K2. Analyse the historical, political, cultural, social and economic injustices that have led to Aboriginal and Torres Strait Islander People experiencing poor health.

K3. Explore the meaning of culturally safe healthcare practice as determined by Aboriginal and Torres Strait Islander People.

Skills:

S1. Examine one's own worldview and values, identifying how these influence one's interactions with Aboriginal and Torres Strait Islander individuals, families and communities.

S2. Investigate and explain the rationale for the development of Aboriginal and Torres Strait Islander Health led 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. Examine research evidence of culturally safe healthcare strategies, practices and programs to improve health outcomes for Aboriginal and Torres Strait Islander Peoples.

Application of knowledge and skills:

A1. Demonstrate lifelong learning skills required to implement culturally safe practice with Aboriginal and Torres Strait Islander Peoples.

A2. Informed by Aboriginal & Torres Strait Islander People's and or research, design nursing and midwifery strategies to promote equitable healthcare practice.

Unit Content:

The current NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses, Code of Ethics for Nurses, National Safety and Quality Health Service Standards, Aged Care Quality Standards, National Health Priority Areas and where applicable the NMBA National Competency Standards for the Midwives, NMBA Code of Conduct for Midwives, ICM/NMBA Code of Ethics for Midwives have informed the content development of this unit.

- Concepts, theories relating to issues of social justice and cultural safety and its meaning, difference and diversity
- Contemporary and traditional Aboriginal and Torres Strait Islander 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
- Discernment of Culturally safe practices in health with Aboriginal and Torres Strait Islander communities
- Federation University Reconciliation Action Plan
- Aboriginal and Torres Strait Islander Health Research eg. Lowitja Institute

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K1, K2, K3,S1, S2, A1, A2	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	S1, S3, S4, A1, A2	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving.	K1, K2, K3,S1, S2, A1, A2	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities.	S4, A1 A2	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	K1, K2, K3,S1, S2, A1, A2	AT1, AT2

Learning Task and Assessment:

A 15-credit point unit 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 learner directed learning. Additional hours will be required to complete the associated assessment tasks. Learner-directed hours will include self-directed learning, directed activities and formative assessment opportunities via the learning management system. The teacher-directed hours of learning in this unit will be through a variety of in-person or online small group learning sessions. Students are expected to attend and engage with all scheduled classes as per the assessment hurdle requirements for this unit.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, A1, A2	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, K2, K3, S1, S3, S4, A1, A2,	Group project exploring health equity.	Synchronous Oral Presentation	40-60%
K1, K2, K3, S1, S2, S3, S4, A1, A2	Design self-reflexivity practice strategies	Reflection	40-60%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool