

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Primary Health 3: The Health and Cultural Diversity of Aboriginal and Torres Strait Islander People
<b>Unit ID:</b>	NURBN2025
<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 Unit:

This course aims to provide students with an understanding of Aboriginal & Torres Strait Islander 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 Aboriginal & Torres Strait Islander People. 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 Aboriginal & Torres Strait Islander themselves) which are designed to improve Aboriginal & Torres Strait Islander health outcomes

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

## Work Experience:

No work experience

**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.** 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 Aboriginal & Torres Strait Islander 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 People 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 People 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
- A4.** Apply knowledge of different cultural understandings to how those in health care work with Indigenous individuals, families and communities

**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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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: <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, K2, K3, S1, S3, S4, A1, A2, A4	Group project exploring health equity.	Synchronous Oral Presentation	40-60%
K1, K2, K3, S1, S2, S3, S4, A1, A3	Design self-reflexivity practice strategies	Reflection	40-60%

### Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)