

Course Outline (Higher Education)

School:	School of Health
Course Title:	NURSING CONTEXT 3: ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES HEALTH AND CULTURAL DIVERSITY
Course ID:	SHMCN6003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course:

In this course, students will develop an understanding of the diversity within Aboriginal and Torres Strait Islander populations, and will explore cultural protocols, varying lived experiences and specific beliefs of health and well-being. Students will critically analyse and reflect on their lived experience and cultural lens, enabling development of an awareness of unconscious bias and preconceived ideas and stereotypes of Aboriginal and Torres Strait Islander Peoples. The course allows students to develop an understanding of the construct of Aboriginal and Torres Strait Islander identity and how this relates to health and well-being. Through recognition of the impact of colonisation and consequent settler relations, the intersectionality of historical, cultural and social factors that impact on health will be analysed and understood from a contemporary context. Students will explore varying health policies, from a Federal interventionist and State control perspective, to appreciating the emphasis on the development of Community-controlled approaches. The importance of community holding sovereignty in response to health needs will be identified by investigating community responses and approaches through the formation of Aboriginal Community Controlled Health Organisations (ACCHOs) and other agencies, along with stakeholders and peak bodies, who provide cultural governance and direction for service providers. Students will resource literature authored by Aboriginal and/or Torres Strait Islander People, presenting authentic voice and a differing cultural lens. Through this, students will be able to identify the Aboriginal and Torres Strait Islander Nursing, Midwifery and health advocate leaders in this space. Students will analyse effective strategies, programs and practices for culturally responsive health care delivery, social and health research, and advocacy approaches. This will enable students to adopt reflective practice and incorporate lifelong capacity for providing culturally responsive and safe care when working with and for Aboriginal and Torres Strait Islander Peoples and/or communities.

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)
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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Critique the impact of different cultural perspectives and how an individual's understandings can influence engagement with Aboriginal and Torres Strait Islander individuals, families and communities
- K2.** Evaluate 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.** Analyse the meaning of 'cultural safety' and the impact that feeling safe might have on Aboriginal and Torres Strait Islander People experiencing improved health outcomes

Skills:

- S1.** Critically examine the historical, political, cultural and social influences that have led to Aboriginal and Torres Strait Islander People experiencing poor health and the implications for nursing practice
- S2.** Analyse and explain the rationale for the development of Aboriginal & Torres Strait Islander health policies at National and State levels
- S3.** Examine the role of key non-government stakeholder organisations in Australian Indigenous health (e.g. National Aboriginal Community Controlled Health Organisation, Victorian Aboriginal Community Controlled Health Organisation, State and local Aboriginal health services and co-operatives, CATSINaM)
- S4.** Analyse strategies, practices and programs (including positive contributions by Aboriginal & Torres Strait Islander People themselves) in health promotion and health care delivery designed to work in partnership with Aboriginal & Torres Strait Islander people to meet current health needs
- S5.** Explain the capabilities for becoming and being a culturally responsive health care practitioner in providing culturally safe nursing care to Aboriginal and Torres Strait Islander peoples

Application of knowledge and skills:

- A1.** Demonstrate an understanding of Aboriginal and Torres Strait Islander identity/ies, including their diversity and place in contemporary Australia
- A2.** Employ effective ways of working towards addressing Aboriginal and Torres Strait Islander people's continued experience of poor health
- A3.** Demonstrate a respect for diversity and difference, and the practice of cultural safety

- A4.** Apply the knowledge and skills of being a culturally responsive health care practitioner in providing culturally safe nursing care to and with Aboriginal and Torres Strait Islander peoples

Course Content:

The NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), National Safety and Quality Health Service Standards (2017-2019), National Safety and Quality Primary and Community Healthcare Standards (2021), Aged Care Quality Standards (2021), National Standards in Mental Health Services (2017), National Health Priority areas, the Registered Nurse Cultural Standards (2018), the Commonwealth Aboriginal and Torres Strait Islander Health Curriculum Framework (2014), and the CATSINaM Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework (2017) have informed the syllabus/content of this course.

- Concepts, theories relating to issues of social justice and cultural safety, and their meaning, difference and diversity
- Contemporary and traditional Australian indigenous culture and identity, and contemporary outcomes of settler relations (eg loss of country, cultural loss, assimilation, 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'
- Community decision making processes
- Aboriginal and Torres Strait Islander health policies (National and State) - evolution from 1930's to present
- Contemporary Aboriginal & Torres Strait Islander health issues
- Discernment of culturally safe practices in health with Indigenous Communities
- National Safety and Quality Health Service Standards, Aged Care Quality Standards, Registered Nurse Cultural Standards (2018)
- Federation University Reconciliation Strategy and Plan

Values:

- V1.** Understand and apply principles of self-directed learning in a cooperative education environment
- V2.** Appreciate multiple cultural identities within Aboriginal and Torres Strait Islander 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
- V5.** Demonstrate culturally safe practice in the care of and with Aboriginal and Torres Strait Islander People and all other cultures, and respect for other students, their values, opinions and backgrounds

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program

progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

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, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT2, AT3
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.	K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT2, AT3
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.	K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT1, AT2, AT3
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.	K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT2, AT3
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.	K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	Comprehension exercises to assess critical appreciation of lectures and readings.	On-line activities and quizzes	20-30%
K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	Describe and explore a contemporary Aboriginal & Torres Strait Islander health and well-being issue and propose one or more feasible strategies to respond to the identified issue.	Written Assessment	40-60%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	Contribute to a group poster presentation that describes and explores an Aboriginal & Torres Strait Islander health and well-being issue and outlines an implementable strategy to respond to the identified issue.	Group poster	20-30%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)