UniSC

COURSE OUTLINE

NUR107 Aboriginal and Torres Strait Islander Health and Cultural Safety

School: School of Health - Nursing

2027 | Trimester 1

Online

ONLINE — You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Not offered until Trimester 1, 2027

This course introduces you to the histories, cultures, and health experiences of Aboriginal and Torres Strait Islander Peoples. You will explore how connection to Country, culture, family, and community shapes health and wellbeing, and begin to understand the ongoing impacts of colonisation and social determinants on health outcomes. The course will help you develop the foundational knowledge, awareness, and reflective skills needed to provide culturally safe and respectful care as a beginning nursing student.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Learning materials – Online asynchronous learning and teaching materials.	1hr	Week 1	12 times
Online – Student support via Zoom sessions	1hr	Week 1	12 times

1.3. Course Topics

- Introduction to Aboriginal and Torres Strait Islander Peoples, cultures, and histories within Australia

- Understanding Country, connection to land, language, family, and community

- Key concepts of cultural identity, cultural awareness, and respect

- Historical overview: pre-colonial societies and the early impacts of colonisation on health and wellbeing

- Introduction to cultural safety and culturally safe communication in nursing practice

- Exploring social and cultural determinants of health and wellbeing

- Recognising health disparities and priorities for Aboriginal and Torres Strait Islander Peoples

- Working in partnership: learning from Aboriginal and Torres Strait Islander voices and perspectives

- Beginning reflective practice and cultural humility in nursing

- Introduction to national strategies promoting health equity (e.g., Closing the Gap, National Aboriginal and Torres Strait Islander Health Plan)

2. What level is this course?

> 100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Discuss the historical and contemporary impacts of invasion and colonisation	Knowledgeable Ethical	1.1, 1.2, 1.2, 1.3, 1.3, 1.4, 1.4, 1.5, 1.5, 1.6, 1.7, 2.1, 2.2, 2.2, 2.3, 2.3, 2.4, 2.5, 2.6, 2.8, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8
2 Implement the 5 Principles of Cultural Safety to begin the professional journey of cultural humility.	Empowered Engaged	1.1, 1.3, 1.4, 2.1, 2.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.7, 4.1, 4.1, 4.3, 5.2, 5.3, 5.4
3 Apply ethical and professional standards to support equity and social justice.	Ethical Sustainability-focussed	2.6, 2.8, 6.1, 6.1, 6.3, 7.3
4 Reflect on personal biases and develop strategies to work collaboratively with Aboriginal and Torres Strait Islander Peoples.	Engaged	1.1, 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 3.3, 3.3, 3.4, 3.4, 3.5, 4.3, 5.2, 6.1, 7.3
5 Explore the influence of ongoing health inequities and national initiatives such as Closing the Gap on culturally responsive care	Knowledgeable	1.1, 1.3, 4.3, 6.1
6 Apply foundational academic conventions and basic digital literacy skills to produce structured and ethical scholarly communication, incorporating introductory collaborative approaches where appropriate.	Knowledgeable Ethical	1.2, 1.4, 1.4, 1.5, 1.6, 1.6, 2.2, 2.6, 2.8, 3.1, 3.3, 3.3, 3.4, 7.2, 7.3, 7.3

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The midwife identifies what is important to women as the foundation for using evidence to promote informed decision-making, participation in care, and self-determination
1.2	The midwife accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality midwifery practice
1.3	The midwife uses health assessment and health education to support birth and reproductive health, and minimise the potential for complications
1.4	The midwife undertakes ongoing processes of reflection to ensure professional judgements acknowledge how personal culture impacts on practice
1.5	The midwife supports access to maternity care for the woman
1.6	The midwife supports the development, implementation and evaluation of evidenced-based health initiatives and programs

CODE	COMPETENCY
1.7	The midwife identifies and promotes the role of midwifery practice and the midwifery profession in influencing better health outcomes for women
2.1	The midwife supports the choices of the woman, with respect for families and communities in relation to maternity care
2.2	The midwife partners with women to strengthen women's capabilities and confidence to care for themselves and their families
2.3	The midwife practises ethically, with respect for dignity, privacy, confidentiality, equity and justice
2.4	The midwife practises without the discrimination that may be associated with race, age, disability, sexuality, gender identity, relationship status, power relations and/or social disadvantage
2.5	The midwife practises cultural safety that is holistic, free of bias and exposes racism
2.6	The midwife practises in a way that respects that family and community underpin the health of Aboriginal and/or Torres Strait Islander Peoples
2.7	The RN actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
2.8	The midwife participates in and/or leads collaborative practice
3.1	The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice
3.2	The midwife practises within relevant legal parameters and professional standards, codes and guidelines
3.3	The midwife participates in own continuing professional development to maintain the required knowledge and skill base for safe and effective practice
3.4	The midwife contributes to a culture that supports learning, teaching, knowledge transfer and critical reflection
3.5	The RN seeks and responds to practice review and feedback
3.6	The midwife uses relevant processes to identify, document and manage complexity and risk
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
3.8	The midwife considers and responds in a timely manner to the health and wellbeing of self and others in relation to the capability for practice
4.1	The midwife works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of women, communities and populations
4.3	The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral
5.2	The midwife collaboratively develops plans until options, priorities, goals, actions, anticipated outcomes and timeframes are agreed with the woman, and/or relevant others
5.3	The midwife co-ordinates resources effectively and efficiently for planned actions
5.4	The midwife documents, evaluates and modifies plans to facilitate the anticipated outcomes
6.1	The midwife actively contributes to quality improvement and research activities
6.3	The midwife is responsible for consultation and referral and/ or escalation in situations that are outside the individual's scope of practice
7.2	The RN revises the plan based on the evaluation
7.3	The midwife uses evaluation and reflection to inform future practice and professional development

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in UB013, SC391, SC392, SC393

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

NUR332

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Task 1 - Assesses knowledge of the Professional Standards and Codes of Practice. This assessment prepares students for Task 2 and Task 3.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	20%	30 minutes	Week 3	Online Test (Quiz)
All	2	Written Piece	Individual	40%	Part A - 500 words Part B - 750 words Part C - 500 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	2000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quiz

GOAL:	The goal of this task is for you to review the NMBA Registered nurse and Registered midwife standards for practice, CATSINaM guidelines and other practice codes to demonstrate knowledge of the appropriate terminology relating to culture and professional practice.
PRODUCT:	Quiz/zes
FORMAT:	In Week 3, you will complete an online quiz covering concepts introduced in the first two weeks of the course. The quiz will include multiple-choice and/or short-answer questions. You are expected to demonstrate knowledge of cultural terminology, professional codes and standards, and the role of Cultural Safety in guiding nursing and midwifery practice.
CRITERIA:	**No.** **Learning Outcome assessed**
	1 Knowledge of cultural and professional terminology ① ⑤
	2 Application of professional codes and guidelines ③
GENERIC SKILLS:	Communication, Collaboration, Information literacy

All - Assessment Task 2: Reflective Piece

GOAL:	The goal of this task is provide a background on your own culture and then provide a reflection about the 5 Steps of Cultural Safety and how they relate to your own practice.
PRODUCT:	Written Piece
FORMAT:	You will use information provided on the course Canvas site to develop an understanding of Cultural Safety and the principles involved in its practice. Forming a basis for your reflection will be acknowledgement of invasion and generational traumas that have impacted Indigenous Peoples. You will: Part A - Provide a background of your own culture to establish your cultural identity. Part B - Reflect on what the 5 Steps of Cultural Safety mean to you. Provide an account of how you would ensure that you do not encroach your culture on an Indigenous person. Finally, outline your role as a registered nurse/midwife in undertaking Cultural Safety. Part C - Considering your cultural identity, and the 5 Steps of Cultural Safety, explain how you would address a colleague who was demonstrating openly racist behaviour. You may also incorporate the Universal Declaration of Human Rights for Indigenous Peoples in your reflection. You will use the referencing style appropriate to the discipline.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Describe your own cultural background and explain how cultural identity influences your understanding of health, wellbeing, and professional practice	4
	2	Explain the principles of Cultural Safety and how you would apply them to provide culturally safe care for Aboriginal and Torres Strait Islander peoples	2 5
	3	Reflect on how you would respond to unprofessional or racist behaviour in the workplace, drawing on ethical principles and relevant frameworks such as the UN Declaration on the Rights of Indigenous Peoples	3 5
	4	Application of principles and practices of academic writing and referencing with correct use of Aboriginal and Torres Strait Islander terminology and protocols	6
	5	Demonstrate ethical use of intellectual property	6
GENERIC SKILLS:	Communication, Problem solving, Information literacy		

All - Assessment Task 3: Written Assignment

GOAL:	The goal of this task demonstrate your foundational understanding of Aboriginal and Torres Strait Islander health, wellbeing, and cultural safety.
PRODUCT:	Written Piece
FORMAT:	You will write a short structured essay (approximately 1,200 words) responding to a set question provided in Canvas. In your essay, you should: - Describe how past government policies have influenced current health and wellbeing of Aboriginal and Torres Strait Islander peoples. - Identify key social and cultural factors that shape health outcomes. - Explain how beginning nurses and midwives can provide culturally respectful and safe care.

CRITERIA:

No.		Learning Outcome assessed
1	Description and explanation of how historical government policies, such as the Assimilation Policy (1961), have influenced the health and wellbeing of Aboriginal and Torres Strait Islander peoples.	1 3
2	Identification and discussion of key determinants of health, including racism, that continue to shape health outcomes for Aboriginal and Torres Strait Islander peoples today	1 5
3	Explanation of how beginning nurses can apply the principles of Cultural Safety to provide culturally respectful and safe care that aligns with the needs and aspirations of Aboriginal and Torres Strait Islander peoples.	2 4
4	Application of principles and practices of academic writing and referencing. Correct use of Aboriginal and Torres Strait Islander terminology and protocols.	6
5	Application of ethical use of intellectual property.	6

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016				
All delivery modes	Quiz/zes	Online Quiz	1.1	Assessed
			1.3	Assessed
			1.4	Assessed
			1.5	Assessed
			2.2	Assessed
			2.5	Assessed
			3.7	Assessed
			4.3	Assessed
			6.1	Assessed
			6.5	Assessed
	Written Piece	Reflective Piece	1.1	Assessed
			1.3	Assessed
			1.4	Assessed
			1.5	Assessed
			2.2	Assessed
			2.5	Assessed
			2.7	Assessed
			3.2	Assessed
			3.3	Assessed
			3.5	Assessed
			4.3	Assessed
			6.1	Assessed
			6.5	Assessed
		Written Assignment	1.1	Assessed
			1.3	Assessed
			1.4	Assessed
			1.5	Assessed
			2.2	Assessed
			2.5	Assessed
			2.7	Assessed
			3.2	Assessed
			3.3	Assessed
			3.5	Assessed
			3.7	Assessed
			4.3	Assessed
			6.1	Assessed
			6.5	Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Must have access to a computer and internet as this is an online course.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au