COURSE OUTLINE

NUR332 Aboriginal and Torres Strait Islander Health and Cultural Safety

School: School of Health - Nursing

2026 | Trimester 2

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

Please go to unisc.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

This course will enable you to understand and analyse practices and issues related to the provision of health care and health education that addresses the health inequities that are currently present in the Australian Aboriginal and Torres Strait Islander population in comparison to their mainstream Australian counterparts. You will continue to develop your understanding of working with Australian Aboriginal and Torres Strait Islander peoples in a culturally safe way.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Online asynchronous learning and teaching materials that are offered in 4 modules. Student support via 1 hour Zoom sessions that are offered 3 times per week	4hrs	Week 1	12 times

1.3. Course Topics

The impact of colonisation on Aboriginal and Torres Strait Islander People's health, origins of Cultural Safety and the code of ethics and the code of conduct.

Aboriginal and Torres Strait Islander peoples maternal, child and family health, and the National Health Plan and Closing the Gap.

Past government policies and the adverse impacts on the health of Aboriginal and Torres Strait Islander people's today and addressing racism in healthcare.

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 On successful completion of this course, you should be able to...		GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Nursing and Midwifery Board of Australia
1	Apply professional standards, guidelines and codes of practice as they relate to culturally safe decision making and practice.	Creative and critical thinker Ethical	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.2, 2.3, 2.3, 2.4, 2.4, 2.5, 2.6, 2.8, 3.2, 3.3, 3.4, 3.6, 3.8
2	Analyse information relating to Aboriginal and Torres Strait Islander Peoples' health in order to formulate effective person-centred health care strategies, behaviours and communication.	Ethical Sustainability-focussed	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	Explain the principles of cultural safety within a Social Justice framework and apply them to decision making in healthcare settings to support the needs and aspirations of Aboriginal and Torres Strait Islander peoples.	Creative and critical thinker Sustainability-focussed	2.6, 2.8, 6.1, 6.1, 6.3, 7.3
4	Apply principles and practices of academic writing and referencing. Correct use of Aboriginal and Torres Strait Islander terminology and protocols.	Ethical	
5	Apply ethical use of intellectual property.	Ethical	

* 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 RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3	The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4	The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
1.5	The RN uses ethical frameworks when making decisions
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

CODE	COMPETENCY
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
3.2	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
3.6	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
7.3	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

NUR117 or NUR141 or HLT132 and enrolled in Program SC391, SC392, SC393

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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%	40 minutes	Week 3	Online Test (Quiz)
All	2	Written Piece	Individual	30%	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	50%	2000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quiz

GOAL:	The aim of this task is for you 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
AUTHORSHIP STATEMENT:	
FORMAT:	You will access your on-line Quiz on Canvas
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Apply professional standards, guidelines and codes of practice as they relate to culturally safe decision making and practice. — 1
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 practice.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
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 - Provide a reflection 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 that was openly racist. 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	Analyse information relating to Aboriginal and Torres Strait Islander Peoples' health in order to formulate effective person-centred health care strategies, behaviours and communication relating to Cultural Safety.	2
2	Explain the codes of Cultural Safety within a Social Justice framework and apply them to decision making in healthcare settings to support the needs and aspirations of Aboriginal and Torres Strait Islander peoples relating to Closing the Gap.	3
3	Visual presentation of material in a poster format.	4
4	Application of principles and practices of academic writing and referencing. Correct use of Aboriginal and Torres Strait Islander terminology and protocols.	4
5	Application of ethical use of intellectual property.	5

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

All - Assessment Task 3: Written Assignment

GOAL:	The goal of task is for you understand how past Australian government policies relating to Indigenous Australians have contributed to the present health crisis facing Aboriginal and Torres Strait Islander peoples. You will then demonstrate how you will incorporate this knowledge of the principles of Cultural Safety in your current and continuing practice. You will understand and address racism in healthcare.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	You will write a 2000 word written piece. You will use the referencing style appropriate to the discipline.
CRITERIA:	

No.		Learning Outcome assessed
1	Analysis of credible sources in support of rationale and position taken in response to the written assignment statement provided relating to the Assimilation policy of 1961.	2
2	Analysis and explanation of the determinants of health that impact on the health status of Aboriginal and Torres Strait Islander peoples' both in the past and today including racism as a determinant of health.	3
3	1st person perspective on and application of the principles of Cultural Safety to decision making for healthcare that applies to the needs and aspirations of Aboriginal and Torres Strait Islander peoples'.	4
4	Application of principles and practices of academic writing and referencing. Correct use of Aboriginal and Torres Strait Islander terminology and protocols.	4
5	Application of ethical use of intellectual property.	5

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

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

N/A

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. 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

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central