# UniSC

**C O U R S E   O U T L I N E**

## NUR332 Aboriginal and Torres Strait Islander Health and Cultural Safety

**School:** School of Nursing, Midwifery and Paramedicine

### 2022 | Semester 2

| Online | | |
|---|---|---|
| | **ONLINE** | You can do this course without coming onto campus. |

*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

This course will enable nursing and midwifery students to analyse practices and issues related to the provision of health care and health education where health providers and clients share culturally diverse backgrounds. Particular interest will be given to: the health inequities that are currently present in the Australian Aboriginal and Torres Strait Islander population in comparison to their mainstream Australian counterparts; and developing the skills and knowledge that nursing and midwifery students need to communicate effectively to work with people from cultures other than their own.

### 1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|---|---|---|
| **ONLINE** | | | |
| **Online** – Online asynchronous learning and teaching recording. Information session/drop-in via Zoom. | 4hrs | Week 1 | 13 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 Islanders 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.

## 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 | GRADUATE QUALITIES |
|---|---|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... |
| **1** Reflect on and apply professional standards, guidelines and codes of practice as they relate to culturally safe decision making and practice | Creative and critical thinker Ethical |
| **2** Analyse information relating to Aboriginal and Torres Strait Islander Peoples' health in a context in order to formulate effective health care strategies, behaviours and communication | Ethical Sustainability-focussed |
| **3** Explain the principles of cultural safety and apply to decision making in healthcare settings in ways that support the needs and aspirations of clients of Aboriginal and Torres Strait Islander backgrounds | Creative and critical thinker Sustainability-focussed |

# 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

# 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 | 0% | 30 minutes | Week 4 | Online Test (Quiz) |
| All | 2 | Artefact - Creative | Individual | 50% | 1500 words and a 500 word synopsis | Week 9 | Online Assignment Submission with plagiarism check |
| All | 3 | Written Piece | Individual | 50% | 2000 words | Exam Period | Online Assignment Submission with plagiarism check |

**All - Assessment Task 1:** Review quiz

| GOAL: | The aim of this task is for you review a range of professional standards, guidelines and practice codes in terms of their content relating to culture and professional practice. Undertaking this assessment will help you to prepare your final assessment in this course. |
|---|---|
| PRODUCT: | Quiz/zes |
| FORMAT: | You will access your on-line quiz on Canvas |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Knowledge and understanding of professional standards and codes of practice relating to culture | ① |

| GENERIC SKILLS: | Communication, Collaboration, Information literacy |
|---|---|

**All - Assessment Task 2:** Digital Poster health issue case study scenario.

| GOAL: | The aim is for you to use information about a specific health issue relevant to Aboriginal and Torres Strait Islander populations, to produce a case study scenario analysis which informs decision making and best practice. |
|---|---|
| PRODUCT: | Artefact - Creative |
| FORMAT: | You will use information provided on the course Canvas site to develop a case study scenario analysis for a Digital poster presentation. You will: <br><br> Build a case study scenario from the trigger material provided. <br> Draw on relevant evidence and sources of information to analyse the case study scenario implications for decision making and practice. Make recommendations for best practice to respond to the health issue. <br><br> Full details and information together with poster framework and triggers will be provided on Canvas. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Analysis and explanation of key issues and concepts. | ② ③ |
| | 2 | Explanation of evidence to support case study analysis. | ③ |
| | 3 | Recommendations for best practice which respond to the needs and aspirations of clients. | ③ |
| | 4 | Visual presentation of material in a poster format. | ③ |
| | 5 | Information literacy skills: use of sources and citations, and application of referencing protocol APA 7. | ② |

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

**All - Assessment Task 3:** Written Assignment

| | |
|---|---|
| **GOAL:** | The aim of this assessment task is for you to learn about and make the links between how history and past Australian government policies relating to Indigenous Australians, has generated the current politically engineered Indigenous health crises. You will demonstrate your understanding and knowledge as well as application of principles to decision making for healthcare. See Canvas for full details of the task. |
| **PRODUCT:** | Written Piece |
| **FORMAT:** | Individual assignment submission via Turnitin. |

| **CRITERIA:** | **No.** | | **Learning Outcome assessed** |
|---|---|---|---|
| | 1 | Analysis of credible sources in support of rationale and position taken in response to the assignment statement provided. | ② |
| | 2 | Reflection on and application to decision making for healthcare within a cultural framework that applies to the needs and aspirations of Aboriginal and Torres Strait Islander Peoples'. | ① ② |
| | 3 | Analysis and explanation of the determinates of health that impact on the health status of Aboriginal and Torres Strait Islander Peoples' both in the past and today. | ② |
| | 4 | Reflection and explanation of the principles of cultural safety, and how these transfer into practice. | ① ③ |
| | 5 | Information literacy skills: use of sources and citations, application of referencing protocol APA 7. | ③ |

| | |
|---|---|
| **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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR | YEAR | TITLE | EDITION | PUBLISHER |
|---|---|---|---|---|---|
| Required | Odette Best,Bronwyn Fredericks | 2017 | Yatdjuligin | n/a | Cambridge University Press |

### 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

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 submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 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