



UNIVERSITY *of*  
TASMANIA

School of Health Sciences

Faculty of Health

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**CNA156**

**ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH AND  
WELLBEING**

Semester 2, 2016

Unit Outline

Dr Kim McLeod

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## CONTACT DETAILS

### Overall Unit Coordinator (and Launceston Unit Coordinator)

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Dr Kim McLeod

Email: [kim.m.mcleod@utas.edu.au](mailto:kim.m.mcleod@utas.edu.au)

Phone: 03 6324 5045

Room location and number: Arts Building, L235

Consultation hours: 2-4pm Wednesdays and appointments via email

### Hobart Unit Coordinator

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Robyn Moore

Email: [robyn.moore@utas.edu.au](mailto:robyn.moore@utas.edu.au)

Phone: TBA

Room location and number: TBA

Consultation hours: Appointments via email

### Rozelle and Darlinghurst Unit Coordinator

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Dr Mark Bahnisch

Email: [mark.bahnisch@utas.edu.au](mailto:mark.bahnisch@utas.edu.au)

Phone: TBA

Room location and number: TBA

Consultation hours: Appointments via email

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## WHAT IS THE UNIT ABOUT?

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### Unit description

This unit explores how historical, cultural and social elements and policy frameworks have shaped the health and wellbeing of Australia's Aboriginal and Torres Strait Islander peoples. Cultural safety, self-determination and collaboration are central concepts within this unit. You will have the opportunity to explore your own cultural beliefs, values and attitudes, and the influence these may have on health care with Aboriginal and Torres Strait Islander Australians. You will also engage in activities that strengthen self-awareness and reflection, and which promote your capacity to demonstrate sensitivity, awareness and respect for Aboriginal and Torres Strait Islander culture in the context of providing culturally safe health care. This unit will equip you to become a nurse or health service provider who can advocate for improved health outcomes for Aboriginal And Torres Strait Islander peoples.

### Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Demonstrate an understanding of colonisation and the policy eras on current health inequalities experienced by Aboriginal and Torres Strait Islander peoples.
2. Identify and understand the social determinants of health and health inequalities that contribute to the current health status of Aboriginal and Torres Strait Islander peoples.
3. Discuss the health services, workforce, policy and political issues that impact on health care for Aboriginal and Torres Strait Islander peoples.
4. Reflect upon and analyse your own cultural beliefs, values and attitudes, and the influence these may have on health care with Aboriginal and Torres Strait Islander Australians.
5. Develop strategies to "close the gap" with reference to the principles of culturally safe practice with Aboriginal and Torres Strait Islander peoples.

### Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator.

Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Quality Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

### Alterations to the unit as a result of student feedback

This is the first offering of this unit following a full review and professional accreditation of the Bachelor of Nursing.

### Prior knowledge &/or skills

1. All students are required to be familiar with the School of Health Sciences Mandatory Functional Requirements for the purposes of regulatory compliance and professional skills development.
2. All students are required to read and abide by the following School of Health Sciences guidelines, located at: <http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>
  - **Assessment Guidelines**  
*Includes: Submission of assignments, Requests for extensions, Penalties and Review of results*
  - **Communication Guidelines**
3. All students are required to read and abide by the following Faculty of Health guidelines, located at: <http://www.utas.edu.au/health/professional-experience-placement/guidelines-and-procedures>
  - **Professional Experience Placement Risk Management Procedure**
  - **Social Media Guidelines**
  - **Health Sciences – Infection Control Guidelines**

## Work Health and Safety (WHS)

- The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit, you should refer to the University's [Work Health and Safety website](#) and policy.

## HOW WILL I BE ASSESSED?

### Assessment schedule

| Assessment task          | Date due                                       | Percent weighting | Links to Intended Learning Outcomes |
|--------------------------|------------------------------------------------|-------------------|-------------------------------------|
| Task 1: In-class quiz    | Workshop #2 in Week 10 (week starting 19 Sept) | 30%               | 1, 2                                |
| Task 2: Reflective essay | Fri 21st October, by 12.00pm (midday)          | 70%               | 3, 4, 5                             |

### Assessment details

#### Assessment task 1: In-class quiz

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Task description                           | <p>This task will be held during Workshop #2. You will need to answer 20 multiple choice and fill-the-blank questions that cover material from the online lectures and required readings from the first two weeks of content.</p> <p>The in-class quiz is an open book test, which means you can refer to any paper material during the test. Tablets, phones, and laptops are not permitted in the in-class quiz.</p> <p>If due to illness you are unable to attend Workshop #2 and submit the quiz, you need to contact your local unit coordinator prior to, or on the day of Workshop #2. On receipt of a medical certificate, the local unit coordinator will give permission for you to undertake the in-class quiz in Workshop #3.</p> |
| Assessment criteria                        | <ol style="list-style-type: none"> <li>1. Show understanding about the impact of colonisation and the policy eras on current health inequalities experienced by Aboriginal and Torres Strait Islander peoples</li> <li>2. Demonstrate awareness about the social determinants of health and health inequalities that contribute to the current health status of Aboriginal and Torres Strait Islander peoples</li> </ol>                                                                                                                                                                                                                                                                                                                      |
| Links to unit's intended learning outcomes | 1, 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|             |                                                               |
|-------------|---------------------------------------------------------------|
| Task length | You are required to answer 20 questions in 30 minutes.        |
| Date due    | Workshop #2 during week 10 (week starting 19 September 2016). |

## Assessment 2: Reflective essay

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description / conditions | <p>The National Aboriginal and Islander Organisation (NAIHO, 1982, p. 2) has stated that health is: <i>'not just the physical well-being of the individual but the social, emotional and cultural well-being of the whole community. This is a whole-of-life view... Health care services should strive to achieve the state where every individual is able to achieve their full potential as human beings, and thus bring about the total well-being of the community...'</i></p> <p>In this assessment task you are required to prepare a 1,200 word reflective essay. This assessment task requires you to reflect upon and discuss your position in relation to the above statement as you see it relates to health care with Aboriginal and Torres Strait Islander peoples.</p> <p>There are four required components to the task:</p> <ol style="list-style-type: none"> <li>1. Describe a potential health strategy that could be used to achieve the health services envisioned in the NAIHO statement above.</li> <li>2. Discuss the implications of participating in the potential health strategy for your own health care practice, including an explanation about how you would interact with Aboriginal and Torres Strait Islander patients, their families and Aboriginal and Torres Strait Islander health staff.</li> <li>3. Describe how the potential health strategy would contribute towards 'closing the gap'.</li> <li>4. Demonstrate your understanding of the concepts of cultural safety, self-determination and collaboration in components 1, 2, and 3.</li> </ol> <p>Reflective writing should demonstrate critical reading and thinking skills. The use of 'I' is expected in this assessment task ('I think, I do not agree, I agree', etc).</p> <p>You are expected to undertake research beyond the unit materials, and use a range of books and journal articles. A recommended list that provides a useful starting point can be found at the end of this unit outline. You are required to support your reflective essay with a minimum of <u>6 scholarly references</u>.</p> |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment criteria                        | <ol style="list-style-type: none"> <li>1. Clearly addresses each component of the task.</li> <li>2. Evidence of in-depth engagement with appropriate academic literature and other resources, using a <i>minimum</i> of 6 scholarly references.</li> <li>3. Demonstrates skills in critical thinking and reflection</li> <li>4. Adheres to presentation conventions (legibility, spelling, punctuation, grammar and referencing).</li> </ol> |
| Links to unit's intended learning outcomes | 3, 4, 5                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Task length                                | 1,200 words                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Date                                       | Fri 21st October, by 12.00pm (midday) (submit to MyLO Dropbox)                                                                                                                                                                                                                                                                                                                                                                               |

### How your final result is determined

A combined mark from all the above assessment tasks (representing 100%) will be calculated to determine your final result for the unit. In order to pass the unit, you must achieve an overall mark of at least 50% of the total marks available.

Students will be assessed against the documented assessment criteria for each task, with particular consideration given to demonstration/attainment of the specified intended learning outcomes (ILOs). These ILOs have been developed to enable students to progress toward meeting relevant professional standards.

### Submission of assignments

Assessment task 1 is to be submitted in person to your tutor during Workshop #2.

Assessment task 2 is to be submitted via the electronic drop-box in MyLO.

### Requests for extensions

In accordance with the School of Health Sciences' *Assessment Guidelines*, students are required to submit a request for extension **at least 3 working days prior to the assignment due date** to their local unit coordinator. Requests may be made via email, and/or using the SHS Application for Extension form (available on the SHS website). In all cases, reasons for the request must be clearly stated with any relevant documentation attached (i.e. medical certificate etc). Extensions will be granted at the discretion of the local unit coordinators.

Applications for extension that arrive within **3 working days** of the assignment due date will only be granted at the discretion of the local unit coordinators.

Refer to the SHS Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

## Penalties

Refer to the SHS Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

## Review of results and appeals

Refer to the SHS Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

## Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is Harvard Style.

Download a Guide to Harvard from the [UTAS Library](#) website and practice with it until you have a thorough understanding of how to reference correctly.

The University library provides information on presentation of assignments, including [referencing styles](#) and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

### Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the [Academic Honesty site on MyLO](#) of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or

deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the [Plagiarism and Academic Integrity](#) page on the University web site or the [Academic Honesty](#) site on MyLO.

## Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

- a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in [Ordinance 9: Student Discipline – Part 3 Academic Misconduct](#).

Self-copying/Re-submission of assessment. It is not allowed to copy your own work, in part or in whole, and submit it for assessment in more than one Unit of study at this, or another, university. This also applies to students repeating a Unit. Unless otherwise approved, all assessment tasks undertaken in a unit must be done within the enrolment period.

Sharing assignments and Collusion. Protect your academic work. The intentional sharing of your work potentially allows others to copy your work and cheat and gain an academic advantage. In these circumstances, both you and the person that copied your work may be subject to allegations of academic misconduct.

# WHAT LEARNING OPPORTUNITIES ARE THERE?

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## MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Within this unit, MyLO will be used to provide course materials and information. It is also the most practical and efficient way that the teaching team can communicate with students. Therefore it is expected that you will access MyLO regularly – we suggest daily or at least every 2-3 days.

Your written assessment needs to be submitted through MyLO and feedback and grades for your assessment items will be provided in MyLO.

### Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the [Getting Started in MyLO unit](#).

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the [MyLO Student Support page](#) on the University website.

If something is not working as it should, [contact the Service Desk](#) ([Service.Desk@utas.edu.au](mailto:Service.Desk@utas.edu.au), phone 6226 1818), or [Request IT Help Online](#).

### Course Specific Technical Assistance

#### SHS Educational Technologists

Please contact our team of Educational Technologists, who have access to your course content and assignment submission folders:

Phone: **(03) 6324 3421**

Email: [SNM.Support@utas.edu.au](mailto:SNM.Support@utas.edu.au)

## Resources

### Recommended readings

Anderson, I, Baum, F & Bentley, M (eds) 2007, *Beyond bandaids: exploring the underlying social determinants of Aboriginal health: Papers from the social determinants of Aboriginal health workshops, Adelaide, July 2004*, CRC for Aboriginal Health.  
<http://www.lowitja.org.au/beyond-bandaids>

Fredricks, B & Best, O & (eds) 2014, *Yatdjuligin: Aboriginal and Torres Strait Islander nursing and midwifery care*, Cambridge University Press, Port Melbourne.

Carson, B, Dunbar, T, Bailie, R & Chenhall R (eds), 2007, *Social determinants of Indigenous health*, Allen and Unwin, Crows Nest.

Eckermann, AK, Dowd, T, Chong, E, Nixon L, Gray, R & Johnson, SM (eds), 2010, *Binan Goonj: bridging cultures in Aboriginal health*, 3rd edn, Elsevier, Australia.

Taylor, K & Guerin, P 2014, *Health Care and Indigenous Australians: cultural safety in practice*, 2nd edn, Palgrave Macmillan, South Yarra.

Thackrah, R & Scott, K 2011, *Indigenous Australian health and cultures: an introduction for health professionals*, Pearson Anderson, Frenchs Forest.

### Key Journals

*Aboriginal and Islander Health Worker Journal*

*Australian Aboriginal Studies Journal*

*Journal of Australian Indigenous Issues*

*International Journal of Critical Indigenous Studies*

*Ethnicity and Health*

*Ethnicities*

*Contemporary Nurse*

*Nursing Inquiry*

*Journal of Advanced Nursing*

*Nursing Forum*

*Nursing Ethics*

## Key reports

Australian Institute of Health and Welfare (AIH), 2011, *The health and welfare of Australia's Aboriginal and Torres Strait Islander People: 2015*, viewed 22 January 2016, <http://www.aihw.gov.au/publication-detail/?id=60129550168>

Australian Department of Health, 2013, *National strategic framework for Aboriginal and Torres Strait Islander health 2003-2013, Australian Government implementation plan 2007-2013*, viewed 22 January 2016, <http://www.health.gov.au/internet/main/publishing.nsf/content/health-oatsih-imp07-13>

House of Representatives Standing Committee on Family and Community Affairs (HRSCFSA), 2000, *Health is life: report on the inquiry into Indigenous health*, viewed 22 January 2016, <http://www.aphref.aph.gov.au-house-committee-fca-indhea-reportfinal.pdf>.

Human Rights and Equal Opportunity Commission (HREOC), 1998, *Bringing them home: report of the national inquiry into the separation of Aboriginal and Torres Strait Islander children from their families*, viewed on 22 January 2016, [https://www.humanrights.gov.au/sites/default/files/content/pdf/social\\_justice/bringing\\_the\\_m\\_home\\_report.pdf](https://www.humanrights.gov.au/sites/default/files/content/pdf/social_justice/bringing_the_m_home_report.pdf)

## Websites

AHRC 2013, *Close the Gap: campaign for Indigenous health equality*, viewed 22 January 2016, <https://www.humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/projects/close-gap-indigenous-health>

**Australian Indigenous HealthInfoNet:** helping to 'close the gap' by providing the evidence base to inform practice and policy in Indigenous health. <http://aiatsis.gov.au/>

**The National Aboriginal Community Controlled Health Organisation (NACCHO):** the national peak Aboriginal health body representing Aboriginal Community Controlled Health Services throughout Australia. <http://nacchocommunique.com/>

**The Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM):** the sole representative body for Aboriginal and Torres Strait Islander nurses and midwives in Australia. <http://www.catsinam.org.au/>

**The LIME network:** The LIME Network is a dynamic network dedicated to ensuring the quality and effectiveness of teaching and learning of Indigenous health in medical education, as well as best practice in the recruitment and graduation of Indigenous medical students. <http://www.limenetwork.net.au/>

**Onemda VicHealth Koori Health Uni:** committed to research and teaching that is underpinned by principles of Indigenous community development. <http://www.onemda.unimelb.edu.au>

**The Lowitja Institute:** Australia's national institute for Aboriginal and Torres Strait Islander health research, named in honour of its Patron, Dr Lowitja O'Donoghue AC CBE DSG.  
<http://www.lowitja.org.au/>

**Recognise:** the movement to recognise Aboriginal and Torres Strait Islander peoples in our Constitution and to address racial discrimination in it. <http://www.recognise.org.au/>

**Reconciliation Australia:** an independent, national not-for-profit organisation promoting reconciliation by building relationships, respect and trust between the wider Australian community and Aboriginal and Torres Strait Islander peoples.  
<https://www.reconciliation.org.au/>

**The National Centre of Indigenous Excellence:** liberates possibilities for young Aboriginal and Torres Strait Islander Australians.

Links to additional websites of particular interest for topics in this unit (where relevant) will be provided in MyLO throughout the semester.

## Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to [the Reading Lists page](#) on the University Library website.

## Equipment, materials, software, accounts

There are no specific requirements for this unit (any required equipment and/or materials will be provided), however it is recommended that students bring an Internet connected device such as a tablet, laptop or notebook to campus.

## Activities

### Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

## Details of teaching arrangements

This unit is delivered in flexible mode with a combination of online lectures and face-to-face workshops as well as content delivered online via MyLO.

On weeks 7, 11, 12 and 13 there will be recorded lectures available on MyLO. These lectures will introduce key concepts and topics.

The MyLO content for weeks 7, 10, 11, 12 and 13 will also include other online resources such as case studies, policy documents, databases and relevant websites. Questions will be listed for online response and further discussion in the workshops. You will need to engage with *all* elements of the week's MyLO content in order to access the MyLO content for the following week.

In addition, readings and other activities will be made available on MyLO during weeks 7, 10, 11, 12 and 13. You must ensure that your readings and activities are completed BEFORE the two-hour workshops scheduled for weeks 7, 10 and 13.

Two-hour workshops will be delivered on each campus during weeks 7, 10 and 13. A range of learning activities will be undertaken in the workshops so you can expand your understanding of the topic, develop self-awareness and reflection skills, and explore how to be a culturally safe nurse or health service provider.

It is expected that you engage in a minimum of 8 hours of self-directed learning per week during semester. This will vary between weeks, however you are encouraged to plan for an average of this time across the semester.

## Specific attendance/performance requirements

In order to pass the unit, you must achieve an overall pass mark of at least 50% of the total available marks.

You are strongly encouraged to attend and participate in all face-to-face and online activities.

Failure to attend the majority of the face-to-face workshops may impact on your ability to successfully pass the unit.

It is crucial that you engage with each week's MyLO content prior to attending the workshops.

## Teaching and learning strategies

The learning strategies in CNA156 are designed to facilitate your critical thinking, active reflection, and self-directed learning. Strategies for the unit include:

- Engaging with the online lecture and other online texts: You should aim to take notes, and summarise the main points and issues discussed. Actively listening, comprehending and synthesising new information are important skills that you will develop through the unit and utilise in your working life. You should complete the online exercises before each workshop. To deepen your understanding, the questions posed online will be further explored in the workshops. You should read the weekly



readings before the workshops, so that you are able to meaningfully contribute to workshop discussions.

- Participating in the workshops: It is crucial that you actively engage in the three workshops. Workshop participation will enable you to develop skills in reflecting on, and revising, your attitudes and beliefs about Aboriginal and Torres Strait Islander Australians. The workshops are an opportunity to engage in conversation and discussion with your peers, which is important in your development as reflective nurse or health service provider.
- Independent study in which you seek out related readings and information: You should learn to use the library catalogue and databases to find additional information about selected topics for your reflective essay.
- Critical thinking and reflection: Make time to think about the issues raised, and reflect on how the readings and workshop discussions inform new ways of understanding. You are encouraged to further explore the ideas and information presented; thinking carefully about their relevance in explaining the issues relating to health care with Aboriginal and Torres Strait Islander patients that you will encounter working as a nurse or health care provider, and how they might inform your future health care practice.

## Communication

News and announcements regarding the unit will be posted to **MyLO News**. You are expected to log-in/check MyLO at least twice per week during the Semester to ensure that you are aware of these announcements.

Questions about the unit content, learning activities and/or assessment tasks should be asked using the relevant discussion board in MyLO. Teaching staff will regularly review discussion boards, and where necessary, a response to your post can be expected within 48 hours.

The discussion boards in MyLO are the preferred medium for communication about CNA156, as these ensure equality of access and consistency of information for all students. Please make sure you read through the questions asked by other students, as these will help guide you.

For any issues or questions of an individual or personal nature, please contact the relevant staff member (tutor or unit coordinator) via email.

Students are also expected to check their UTAS email at least once a week to receive all communications.

## Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with your local unit coordinator in the first instance.

There is a range of University-wide support services available to you including [Student Learning Support](#), [Student Advisers](#), [Disability Services](#), and more which can be found on the [Student Support and Development](#) page of the University website.

Should you require assistance in accessing the [Library](#), visit their website for more information.

## Unit schedule

| WEEK                                            | DATE BEGINNING | TOPIC/ MODULE/ FOCUS AREA                    | ACTIVITIES                                  | WEEKLY READINGS                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------|----------------|----------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7                                               | 22 August      | Health impacts of colonisation               | Online Lecture<br><b>On-campus Workshop</b> | Sherwood, J & Geia, KG 2014, 'Historical and current perspectives on the health of Aboriginal and Torres Strait Islander people, in Best, O & Fredricks, B (eds) <i>Yatdjuligin: Aboriginal and Torres Strait Islander nursing and midwifery Care</i> . Cambridge University Press, Port Melbourne.<br><br>Gustafson, DL. 2007, 'White on whiteness, becoming radicalized about race', <i>Nursing Inquiry</i> , vol. 14, pp. 153-61.                 |
| <b>Mid semester break 29 August-4 September</b> |                |                                              |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 8                                               | 5 Sept         | PEP                                          |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9                                               | 12 Sept        | PEP                                          |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 10                                              | 19 Sept        | Indigenous population health                 | <b>On-campus Workshop</b>                   | Saggers, S & Gray, D 2007, 'Defining what we mean', in Carson, B, Dunbar, T, Bailie R & Chenhall, R (eds) <i>Social determinants of Indigenous health</i> , Allen and Unwin, Crows Nest.<br><br>Priest, NC, Paradies ,YC, Gunthorpe, W, Cairney SJ & Sayers SM 2011 'Racism as a determinant of social and emotional wellbeing for Aboriginal Australian youth', <i>Medical Journal of Australia</i> , vol. 16, no. 10, pp. 546-50.                  |
| 11                                              | 26 Sept        | Indigenous societies, cultures and medicines | Online Lecture                              | Burgess, P & Morrison, J 2007, 'Country', in Carson, B, Dunbar, T, Chenhall, R & Bailie, R (eds), <i>Social determinants of Indigenous Health</i> , Allen & Unwin, Sydney, pp. 177-96.<br><br>Poroch, N, Arabena, K. Tongs, J, Larkin, S, Fisher, J & Henderson, G, 2009, <i>Spirituality and Aboriginal people's social and emotional wellbeing: A review</i> , Discussion Paper No. 11, Cooperative Research Centre for Aboriginal Health, Darwin. |

|    |        |                                            |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|--------|--------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12 | 3 Oct  | Models of health service delivery          | Online Lecture                              | <p>Josifini, T, Brolan E &amp; Hill, P 2014, 'Aboriginal medical services cure more than illness: a qualitative study of how Indigenous services address the health impacts of discrimination in Brisbane communities', <i>International Journal for Equity in Health</i>, 13: 56.</p> <p>Durey, A, Wynaden, D, Thompson, S, Davidson, P, Bessarab D &amp; Katzenellenbogen, J, 2012 'Owning solutions: a collaborative model to improve quality in hospital care for Aboriginal Australians', <i>Nursing Inquiry</i>, 2012, vol 19, no 2.</p> |
| 13 | 10 Oct | Principles and practice of cultural safety | Online Lecture<br><b>On-campus Workshop</b> | <p>Cass, A, Lowell, A, Christie, M, Snelling, P, Flack, M, Marrnganyin, B &amp; Brown, I 2002, 'Sharing the true stories: improving communication between Aboriginal patients and healthcare workers'. <i>Med J Aust</i> 176 (10): 466-470.</p> <p>Nielsen AM, Stuart LA &amp; Gorman D, 2014, 'Confronting the cultural challenge of the whiteness of nursing: Aboriginal registered nurses' perspectives', <i>Contemporary Nurse</i>, 48, 2, 190-196.</p>                                                                                    |



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| Author: | Dr Kim McLeod                                                                                                                                                                                                                                                                                                                   |