



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Cultural Awareness and Safety

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ANP	8001	78283	2, 2008	EXT	1.00	Toowoomba

Academic group:	FOSCI
Academic org:	FOS004
Student contribution band:	National Priority Nursing
ASCED code:	060399

STAFFING

Examiner: Don Gorman

REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: MNRS or MNRH or PCNP or PDEV or SING or MMPO or MMHN.

RATIONALE

Given the serious health status of Indigenous Australians and the subsequent need to provide effective care, cultural awareness and safety are pre-requisite skills for the registered nurse who wishes to develop these competencies. Further, many areas of Australia have community members who come from non-English speaking backgrounds. Nurses need to provide health care that is culturally appropriate to these people. This course will provide them with the knowledge and skills for this purpose.

SYNOPSIS

This course will explore the various aspects of culture and their impact on communities in terms of health care needs and provision. In particular, it will examine in detail the culture of Aboriginal and Torres Strait Islander peoples and how this impacts upon the delivery of health care to these communities. Further, nurses working in communities with a culturally diverse background, need to be able to deliver their care in a culturally safe manner. This course will provide knowledge that will be applied to the practice context to facilitate the professional behaviours needed for culturally safe and appropriate nursing and health care delivery.

OBJECTIVES

On successful completion of this course students will be able to:

1. utilise knowledge of history and culture of community in order to achieve optimum care for clients within the community whilst maintaining cultural safety (Case Study & Report);
2. utilise knowledge of cultural issues and their impact on communities as part of providing health care (Case Study & Report);

3. apply culturally appropriate techniques to client assessment when providing health care within communities with people from different cultures (Case Study & Report);
4. evaluate theories of culture as they relate to multicultural health care provision (Case Study & Report);
5. demonstrate how application of respect for the common cultural and legal rights as well as customary law of individuals and groups impacts on the appropriateness of health care (Case Study & Report);
6. explain how adaptation processes impact on effective practice (Case Study & Report);
7. recognise the signs and symptoms of culture shock (Case Study & Report);
8. apply knowledge of cultural communication to client interactions (Case Study & Report).

TOPICS

	Description	Weighting (%)
1.	CULTURAL SAFETY AND CROSS-CULTURAL COMMUNICATION- What is cultural safety?; Cross-cultural communication; Principles and practice of cross-cultural communication	15.00
2.	RACE, CULTURE, IDENTITY AND HEALTH - Race as a meaningful concept; Culture as a meaningful concept	15.00
3.	CULTURAL SAFETY AND ETHICS IN CROSS CULTURAL HEALTH - Historical background to health research in non-anglo celtic communities; Thoughts about research from an Indigenous perspective; Development of guidelines; Problems with guidelines; Who owns research; Financial control of research; Practical considerations of ethical research	15.00
4.	CROSS-CULTURAL HEALTH CARE	20.00
5.	HISTORY, MYTHS AND MEANING - Whose history?; An inclusive history; History for all of us; Dispelling the myths; Acknowledging Indigenous perspective's on history and its impact on health	5.00
6.	FACTORS IMPACTING ON THE HEALTH OF NON ANGLO CELTIC AUSTRALIANS	15.00
7.	POLITICS OF CROSS CULTURAL HEALTH	5.00
8.	POLICIES AFFECTING HEALTH - The history of government policies affecting Indigenous Australians; Policies and reports impacting on Indigenous health; and Migrant Australians	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Reid, J & Trompf, P (Eds) 1991, *The Health of Aboriginal Australia*, Harcourt Brace Jovanovich Group, Marrickville.

Reid, J & Trompf, P (Eds) 1990, *The health of immigrant Australia: A social perspective*, Harcourt Brace Jovanovich Group, Marrickville.

Trudgen, R 2000, *Why Warriors Lie Down and Die, Towards an understanding of why the Aboriginal people of Arnhem Land face the greatest crisis in health and education since European contact*, Aboriginal Resource and Development Services Inc, Darwin.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Eckermann, A, Dowd, T, Chong, E, Nixon, L, Gray, R & Johnson, S 2006, *Binan goonj: bridging cultures in Aboriginal health*, 2nd edn, Churchill Livingstone, Sydney.

Human Rights and Equal Opportunity Commission 1997, *Bringing Them Home, Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families*, Human Rights and Equal Opportunity Commission, Sydney.

Hunter, E 1993, *Aboriginal Health and History: power and prejudice in remote Australia*, Cambridge University Press, Melbourne.

Kidd, R 1997, *The Way We Civilise: Aboriginal affairs-the untold story*, University of Queensland Press, Brisbane.

National Aboriginal Health Strategy Working Party 1989, 'National Aboriginal Health Strategy' (Available: <http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-oatsih-pubs-healthstrategy.htm>).

Neil, R 2002, *White out: How politics is killing black Australia*, Allen & Unwin, Crows Nest.

Office of the Aboriginal and Torres Strait Islander Social Justice Commissioner 1996, *Indigenous Deaths in Custody 1989-1996*, Aboriginal and Torres Strait Islander Commission, Canberra.

Pauwels, A 1995, *Cross-cultural communication in the health sciences: Communication with migrant patients*, MacMillan Education Australia, Melbourne.

Rice, PL (Ed) 1999, *Living in a new country: Understanding migrants' health*, Ausmed Publications, Melbourne.

Saggers, S & Gray, D 1991, *Aboriginal Health and Society: The Traditional and Contemporary Aboriginal Struggle for Better Health*, Allen & Unwin, Sydney.

The Evaluation Committee 1994, *National Aboriginal Health Strategy: An Evaluation*, Aboriginal and Torres Strait Islander Commission, Canberra.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	50.00
Private Study	120.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
CASE STUDY	1.00	50.00	15 Sep 2008
REPORT	1.00	50.00	10 Nov 2008

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 1 mark for each assessment item.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:
As P is the only passing grade available for this course, all students who are qualified for a passing grade will be given a grade of P. Other students will be given either a Failing grade or an Incomplete grade.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 9 If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.
- 10 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

- 11 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 12 The Faculty will NOT accept submission of assignments by facsimile.