Description: Cultural Awareness and Safety

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<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>ANP</td>
<td>8001</td>
<td>34439</td>
<td>2, 2004</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
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Academic group: FOSCI
Academic org: FOS004
Student contribution band: 1
ASCED code: 060399

STAFFING
Examiner: Don Gorman
Moderator: Odette Best

REQUISITES
Pre-requisite: Students must be enrolled in one of the following Programs: GCNP or GDON or GDMH or MANP or MHEA or MMID or MMPO or MNUR or MNRS or MNRH or PCNP or PDON or PDMH or PDEV or SING or CRPG

RATIONALE
Nurses who work in rural and remote areas need to have specific skills to enable them to function independently within their context of practice. 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 rural and remote areas of Australia have communities have 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;
2. utilise knowledge of cultural issues and their impact on communities as part of providing health care;
3. apply culturally appropriate techniques to client assessment when providing health care within communities with people from different cultures;
4. evaluate theories of culture as they relate to multicultural health care provision;
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;
6. explain how adaptation processes impact on effective practice;
7. recognise the signs and symptoms of culture shock; and
8. apply knowledge of cultural communication to client interactions.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. CULTURAL SAFETY AND CROSS-CULTURAL COMMUNICATION- What is cultural safety?; Cross-cultural communication; Principles and practice of cross-cultural communication</td>
<td>15.00</td>
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<td>2. RACE, CULTURE, IDENTITY AND HEALTH - Race as a meaningful concept; Culture as a meaningful concept</td>
<td>15.00</td>
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<td>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</td>
<td>15.00</td>
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<tr>
<td>4. CROSS-CULTURAL HEALTH CARE</td>
<td>20.00</td>
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<tr>
<td>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</td>
<td>5.00</td>
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<td>6. FACTORS IMPACTING ON THE HEALTH OF NON ANGLO CELTIC AUSTRALIANS</td>
<td>15.00</td>
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<td>7. POLITICS OF CROSS CULTURAL HEALTH</td>
<td>5.00</td>
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<tr>
<td>8. POLICIES AFFECTING HEALTH - The history of government policies affecting Indigenous Australians; Policies and reports impacting on Indigenous health; and Migrant Australians</td>
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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).


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.


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


**STUDENT WORKLOAD REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
<td>50.00</td>
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<tr>
<td>Private Study</td>
<td>120.00</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>CASE STUDY</td>
<td>100.00</td>
<td>50.00</td>
<td>08 Oct 2004</td>
</tr>
<tr>
<td>REPORT</td>
<td>100.00</td>
<td>50.00</td>
<td>05 Nov 2004</td>
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**IMPORTANT ASSESSMENT INFORMATION**

1. **Attendance requirements:**
   
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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 50% of the marks available for each assessment item.

3. **Penalties for late submission of required work:**
   
   If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.

4. **Requirements for student to be awarded a passing grade in the course:**
   
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the case study and report).

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.