

INDH2000: Foundations of Nursing Aboriginal and Torres Strait Islander people

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course provides an opportunity for nursing students to enhance their knowledge of historical and contemporary issues relevant to Aboriginal and Torres Strait Islander people.

This course will explore the tenets of culturally capable nursing practice and its development by exploring the dynamics between Australia's historical and contemporary social and healthcare policies, and the current health status for Aboriginal and Torres Strait Islander peoples.

Requisites Students who have successfully completed ABOR2000 cannot enrol in this course.

Assumed Knowledge Successful completion of NURS1103, NURS1202, HUBS1406, HUBS1416

Contact Hours

Lecture
Online
24 hour(s) per term starting Week 1

Online Activity
Online
2 hour(s) per week(s) for 13 week(s) starting Week 1

Self-Directed Learning
Online
20 hour(s) per term starting Week 1

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Mrs Katie Gandy Katie.Gandy@newcastle.edu.au Consultation: See Canvas for Contact Hours.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Medicine and Public Health Thurru Indigenous Health Unit Visual Arts Building Callaghan thurru@newcastle.edu.au +61 2 4921 6852

SYLLABUS

Course Content	This course will explore the principles of developing culturally competent nursing care by exploring the relationship between Australia's history of colonisation, relevant social and healthcare policy relating to Aboriginal and/or Torres Strait Islander peoples. It will also take a closer examination of historical and contemporary issues relating to health inequities for Aboriginal and/or Torres Strait Islander peoples. The long-term aim is for health care providers to work in a capacity-building, culturally inclusive partnership with Aboriginal and/or Torres Strait Islander people, their families, and communities.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Discuss Aboriginal and Torres Strait Islander peoples history, cultural identity, beliefs and values with a particular focus on the burden of disease.2. Explore the relationship between Australia's history of colonisation, relevant social and healthcare policy and the multiplicity of experiences of Aboriginal and Torres Strait Islander peoples including health status and life expectancy.3. Identify key social determinants of health and their trends for Aboriginal and Torres Strait Islander people including access, funding, housing, employment, infrastructure and education.4. Identify and discuss ways of redressing health care inequities including the burden of illness for Aboriginal and Torres Strait Islander people.5. Discuss strategies that hold the potential to improve the burden of illness and life expectancy for Aboriginal and Torres Strait Islander people.6. Describe the principles of cultural capability and cultural safety in order to provide culturally competent nursing care to Aboriginal and Torres Strait Islander peoples. This must include identifying the impact of racism and effective communication strategies.7. Examine and reflect of their personal lens and potential biases about Aboriginal and Torres Strait Islander people.8. Outline the principles of ethical research when working with Aboriginal and Torres Strait Islander communities.
Course Materials	Required Text: <ul style="list-style-type: none">- Best, O., & Fredericks, B. (Eds.). (2021). YATDJULIGIN: Aboriginal and Torres Strait Islander Nursing & Midwifery Care. Cambridge University Press

ASSESSMENTS

This course has 5 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Quiz 1	Opens - Monday 18 th March 2024 08:00am Closes - Monday 25 th March 2024 11:59pm	Individual	10%	1, 2, 6, 7
2	Presentation	Monday 22 nd April 2024 by 11:59pm.	Individual	30%	2, 3, 4, 5, 6, 8
3	Online Quiz 2	Opens - Monday 29 th April 2024 08:00am Closes - Monday 6 th May 2024 11:59pm	Individual	10%	2, 3, 4, 5, 6
4	Written Assignment	Monday 27 th May 2024 by 11.59pm	Individual	40%	1, 2, 3, 4, 5, 6, 7
5	Online Quiz 3	Opens - Monday 27 th May 2024 08:00am Closes Monday 3 rd June 2024 11:59pm	Individual	10%	2, 5, 6, 7, 8

* This assessment has a compulsory requirement.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Online Quiz 1

Assessment Type	Quiz
Description	Module 1 Quiz
Weighting	10%
Due Date	Opens - Monday 18 th March 08:00am, Closes - Monday 25 th March 2024 by 11:59pm
Submission Method	Online
Assessment Criteria	See Canvas for Assessment details.
Feedback Provided	Online - on completion.

Assessment 2 - Presentation

Assessment Type	Presentation
Purpose	This assessment item is designed to critically examine the adverse health outcomes that are impacting on the health of Aboriginal and Torres Strait Islander peoples. The task will allow students to comment on the learnt course materials and translate knowledge through evidence-based practice and strength based focus into clinical practice.
Description	This assessment has two components: a written component, and a presentation. See Canvas for Assessment details.
Weighting	30%
Length	See Canvas for Assessment details.
Due Date	Monday 22 nd April 2024 by 11:59pm.
Submission Method	Online
Assessment Criteria	See Canvas for Assessment details.
Feedback Provided	Online –
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. Students can re-attempt only if all other course requirements have been met.

Assessment 3 - Online Quiz 2

Assessment Type	Quiz
Description	Module 2 Quiz
Weighting	10%
Due Date	Opens - Monday 29 th April 08:00am, Closes - Monday 6 th May 2024 by 11:59pm
Submission Method	Online
Feedback Provided	Online - on completion.

Assessment 4 - Written Assignment

Assessment Type	Written Assignment – Case Study
Purpose	This assessment is designed to develop students critical thinking and responsiveness to the determinants of health and social and emotional wellbeing for Aboriginal and/or Torres Strait Islander peoples. It provides an opportunity to reflect on your knowledge of Aboriginal and/or Torres Strait Islander history, cultural identity, and beliefs, and discuss how culturally responsive and trauma informed nursing care can improve outcomes through decolonising the healthcare experience.
Description	See Canvas for Assessment details.
Weighting	30%
Length	1800 words
Due Date	Monday 27th May 2024 by 11.59pm
Submission Method	Online
Assessment Criteria	See Canvas for Assessment details.
Feedback Provided	Online -.
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. Students can re-attempt only if all other course requirements have been met.

Assessment 5 – Online Quiz 3

Assessment Type	Quiz
Description	Module 3 Quiz
Weighting	10%
Due Date	Opens - Monday 27 th May 08:00am, Closes - Monday 3rd June 2024 by 11:59pm
Submission Method	Online
Assessment Criteria	See Canvas for Assessment details.
Feedback Provided	Online - on completion.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

As a result of student feedback, the following changes have been made to this offering of the course:

- Increased zoom sessions to improve engagement for students.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task.

The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations.

For the Student Academic Integrity Policy, refer to

<https://policies.newcastle.edu.au/document/view-current.php?id=35> .

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).

Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item, and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at: <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.

© 2024 The University of Newcastle, Australia