Unit Outline

INDH1000 Indigenous Cultures and Health
Semester 2, 2016

Unit study package code: INDH1000
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 12.5
Pre-requisite units:
313394 (v.1) Foundations for Professional Health Practice 100
OR
CMHL1000 (v.0) Foundations for Professional Health Practice or any previous version
OR
313027 (v.0) Inquiry for Nursing Practice 161 or any previous version
OR
NURS1000 (v.0) Foundations of Nursing Practice or any previous version

Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Mrs
Name: Liz Conroy
Phone: 08 9266 3757
Email: E.Conroy@curtin.edu.au
Location: Building: 405 - Room: 414
Consultation times: Use staff email as a preference to leaving phone messages

Teaching Staff:
Name: Liz Conroy
Email: E.Conroy@curtin.edu.au

Administrative contact:
Name: Betty VERHELST
Phone: 9266 3328
Email: icah100@curtin.edu.au
Location: Building: 400 - Room: 205

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus
In this unit students will examine culture and diversity within local, national and global, Indigenous populations; impacts of specific policies and historical events on Indigenous Australians and their effects on health and health care access. Students will analyse health outcomes of Indigenous Australians and explore underlying social determinants, and how health professionals can work collaboratively/in consultation with Indigenous individuals, families, communities and organisations.

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Introduction
Welcome to the Indigenous Cultures and Health unit. This unit is managed by the School of Nursing & Midwifery in the Faculty of Health Sciences and, in alignment with the principles of Curtin University's Reconciliation Action Plan, is a joint partnership with the Centre for Aboriginal Studies (CAS) at Curtin University. This unit explores Indigenous people's experiences internationally as part of a broader context of understanding similarities and differences within and between global Indigenous populations. Then, with a more national and local focus, the impact of specific policies, events and practices on Australian Aboriginal and Torres Strait Islander peoples (AATSIP) and health outcomes will be examined in detail.

Understanding the significance, diversity and experiences of some Indigenous populations - both globally and with a particular focus nationally upon Australian Aboriginal and Torres Strait Islander cultures - will provide opportunities for an enriched learning experience and enhanced cultural knowledge. Students will learn about some of the aspects of the oldest living culture in the world -Australian Aboriginal culture - and the concepts of continuity and change, as well as the impacts of policies on health, and programs that improve health outcomes. In addition, students will learn about concepts such as cultural communication, cultural awareness, cultural safety and cultural security and why they are significant to working within diverse cultural contexts, in particular with Aboriginal and Torres Strait islander peoples.

Over the semesters twelve teaching weeks, the inter-professional teaching team of both Aboriginal and Torres Strait Islander and non-Aboriginal health professionals hope that you will not only gain valuable knowledge and insights to self and the topics, but that you will also experience a learning environment that is safe to explore often sensitive issues and concerns, and gain an appreciation of a different way of doing things, with a touch of respectful humour added.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.
On successful completion of this unit students can:

1. Recognise the circumstances of international Indigenous populations

2. Identify the diversity of Australian Aboriginal and Torres Strait Islander peoples and their cultures, and recognise the significance of cultural awareness, cultural understanding, cultural safety and cultural security

3. Relate the impacts of policies and history to the current cultural and health contexts of Australian Aboriginal and Torres Strait Islander peoples

4. Analyse social determinants of health and cultural influences in relation to current health outcomes and the utilisation of health services for Aboriginal and Torres Strait Islander peoples

5. Reflect on own personal development of cultural understandings as a health professional working in collaborative partnerships with Aboriginal and Torres Strait Islander peoples

Curtin's Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>Thinking skills (use analytical skills to solve problems)</td>
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<tr>
<td>Communication skills</td>
<td>Technology skills</td>
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<tr>
<td>International perspective (value the perspectives of others)</td>
<td>Cultural understanding (value the perspectives of others)</td>
</tr>
<tr>
<td></td>
<td>Professional Skills (work independently and as a team; plan own work)</td>
</tr>
</tbody>
</table>

Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

**Workshops:** The twelve (12) 2-hour workshops are designed to encourage you to engage in a safe and enquiring way with the content presented in the weekly Vodcasts, the weekly reading materials, the class discussions and activities, facilitated by your tutor. Attendance at the workshops is monitored and goes towards assisting the tutor in assessing whether you are likely to meet the ULOs.

**Workshop Group Presentations:** You will be assigned to a group in week one and your group will present once throughout the semester. The first of the fifteen-minute (15) group presentations will begin in week three (3) and will provide the group members with an opportunity to interact and engage in an inter-professional collaborative environment, and learning communication and leadership skills by facilitating class discussions on the topic presented.

**Reflective Thinking and Writing:** This unit provides you with an opportunity to listen to Indigenous voices and connect to their common and diverse experiences by way of critically reflecting upon the issues presented. This unit links the voices and experiences to empirical evidence and when applying critical reflective practice, your understanding and conclusions will be founded on intellectual and fair reasoning. The written assessments (Part A Reflective Journals and Part B Reflective Journals and Summary) provide you with the chance to evaluate your thoughts and analyse and assess information, aiming towards providing a well-reasoned conclusion to your thoughts and analyses.

Learning Resources

**Library Reserve**

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

http://link.library.curtin.edu.au/primo/course?INDH1000

**Essential texts**

The required textbook(s) for this unit are:

Faculty of Health Sciences
School of Nursing, Midwifery and Paramedicine

(ISBN/ISSN: 9780729579360)

(ISBN/ISSN: 1037-3403)

Other resources
Library Reserve
There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:
http://link.library.curtin.edu.au/primo/course?INDH1000

Assessment
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1. Reflective journals Part A | 20 percent | Week: Week 7
Day: Monday 12th September
Time: by 11.55pm | 1,2,3,4,5 |
| 2. Reflective journals and summary Part B | 45 percent | Week: Week 13
Day: Monday 24th October
Time: by 11.55pm | 1,2,3,4,5 |
| 3. Group presentation | 35 percent | Week: Week 3 onwards
Day: Friday (week allocated by tutor)
Time: 5pm | 1,2,3,4,5 |

Detailed information on assessment tasks

1. Part A Reflective Journal Entry

Length: 600 words

Worth: Overall 20%

This assessment requires you to write a 600-word critical reflective journal entry.

Part A - Reflective Journal Entry:

The information presented and discussed in Workshops 1, 2, 3 and 4 introduces you to Aboriginal Australians and some of the issues that impact on health and wellbeing. Analyse and critically reflect upon an area of content from one of the four workshop topics listed drawing on at least three (3) of the references provided.

1. Welcome to Country
2. Introduction to Indigenous Cultures and Health
3. Global Indigenous Experiences
4. Australian Indigenous People

Relevant references for this assessment: 

Graham, M. (2008). Some Thoughts about the Philosophical Underpinnings of Aboriginal Worldviews,
Submission
The Part A Reflective Journal is to be submitted electronically to Turnitin in Blackboard via the submission portal in Assessments.

2. REFLECTIVE SUMMARY (45%) 1250 words:
Critically reflect on both the overall content of the unit and Mr Russell Nelly’s story (Case Study-Russel Nelly Vodcast, Workshop 10 - Week 12). Mr Nelly’s experiences are an all-too familiar story for many Aboriginal people and it is the reason why it is central to this summary.
Identify and discuss the knowledge and understanding of the unit’s key concepts and issues you have gained over the course of the semester in relation to Mr Nelly’s story. Be open to challenging yourself by questioning and reflecting on your response to Mr. Nelly’s story and how you have interpreted the information; pose questions and search for more informed understanding of Mr Nelly and explore how this deeper understanding will influence you as a health professional.

- A minimum of 5 academic references for Summary/Case Study.
- APA (6th ed.) referencing style required.
- Connect aspects of the course to your own experience and/or understanding.
- Explore and identify similarities and differences between your culture and that of Indigenous people.
- Relate the knowledge and content to how this might be relevant/applicable to your future professional role.

Submission: The Reflective Summary is to be submitted electronically to Turnitin in Blackboard via the submission portal in Assessments.

3. GROUP PRESENTATION (35%)
Content Length: 15-18 slides per group (based on three members per group)
Delivery Time: 15 minutes (based on three members per group)
Due: As per allocation of week & topic in week 1
Purpose:
- Research the topic provided in order to inform your class in more detail of the issues and link the topic with earlier workshops and readings.
- Demonstrate capacity to critically analyse a given topic.
- Aims to encourage discussion within your interprofessional classroom.
- Provide an opportunity to present orally.
- Develops communication and collaborative skills
Assignment:
- At the beginning of the semester your tutor will assign you to a group and topic.
- It is your responsibility to connect with your group members via email as soon as possible to begin the process of allocating sections/topics.
- You will need to demonstrate collaboration; including negotiating with each member of your group to decide which section of the group presentation is your responsibility.
- The group presentation will demonstrate critical analyses of the topic in relation to health and Indigenous people, not just a description of the topics or events.
 INDH1000 Indigenous Cultures and Health

Avoid plagiarism - APA (6th ed.) in-text referencing, including for paragraphs and video content. End-of-text reference list to be provided.

Minimum of fifteen (15) references for full group presentation, based on three members; at least (10) or more need to be academic sources.

It is your responsibility to notify your tutor and group members if you have changed your mode of study (external/internal). In the first three weeks, if you have switched classes in internal study, it is also your responsibility to inform your new tutor for the need to be allocated a group for this assessment. If you have switched to external study, please email the Teaching Support Officer (ica1000@curtin.edu.au) who will inform your new tutor of your arrival.

Submission:

Group PowerPoint Presentation: Present hard-copy to tutor on presentation due date.
Group peer review: Present to tutor on presentation due date.
Individual Content: Submit to Turnitin your slides and research notes of your section of the presentation, and include a list of your sources by 5pm of the assessment due date.

Pass requirements

Pass requirements:
Students MUST submit all pieces of assessment. You must achieve an overall unit grade/mark of 50% to pass the unit. Externally enrolled students are expected to participate fully in all online learning activities, as directed via Announcements/emails.

Internally enrolled students are expected to participate fully in all learning activities, including your attendance at all tutorials/workshops. As a professional practice requirement, you are expected to contact your tutor to advise them of any unavoidable absence from class. If you have missed a workshop you need to request to attend an alternative session for that week only. Please contact the unit coordination team on ica1000@curtin.edu.au to arrange an alternate workshop.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.
1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

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Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

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Assignment Extensions:

Due dates will be strictly adhered to. Extensions will be granted only in cases of urgent need, and only where formally documented requests are made to the Unit Coordinators, in advance of the assessment being due. Extensions are normally granted due on:

- Compassionate grounds (certificate from an appropriate Curtin counsellor, minister of religion, medical practitioner or other appropriately qualified person).
- Medical grounds (certificate from a medical practitioner).
- Psychological grounds (certificate from a registered psychologist/psychiatrist).
- Other grounds of significance not listed

The student will normally be expected to lodge an Assignment Extension Request form, detailing the reasons for request and including the supporting documentation to the Unit Coordinators 2 days before the date or due date of the assessment task. In exceptional circumstances, a request may be accepted up to...
5 working days after the date or due date of the assessment task. Such requests will only be accepted where the student is able to provide the Unit Coordinator with a satisfactory explanation of why he or she was not able to submit the application for an assessment extension by the date or due date of the assessment task. Do not assume that an application will be granted; all applications require signed response from a Unit Coordinator. The Assignment Extension Request form can be found on Blackboard.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 14/12/2016 and 15/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at:
https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, and religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

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Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Improvements to this Unit:
We welcome your feedback as one way to keep improving this unit. Students are encouraged to give unit feedback through eVALUate, Curtin’s online student feedback system (see http://evaluate.curtin.edu.au/info/index.cfm).

Changes made to the unit in 2016 as a result of student feedback in 2015 include:
- Assessment loads reduced to reflect the credit value of the unit
- Specific academic references to support the process of reflections on given topics
- Group work peer review process for the group presentations

Previous changes made in response to students’ eVALUate feedback:
- Rubrics for the group presentation and the Reflective Journal have been reviewed and redesigned to enable greater understanding of feedback.
- Vodcasts have been reviewed, revised and minimised for Workshop viewing but the entire Vodcast has been retained in the Additional Resources section of Blackboard for further viewing at students’ leisure.
- Transcripts of Vodcasts are available on request for students with communication challenges

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## Program calendar

### INDIGENOUS CULTURES and HEALTH (INDH1000) SEMESTER 2, 2016

**EXTERNAL PROGRAM CALENDAR - LECTURES, WORKSHOP ACTIVITIES & ASSESSMENTS**

<table>
<thead>
<tr>
<th>Uni Week beginning</th>
<th>Topic + Vodcast Lecturer(s)</th>
<th>Tutorial teaching (Activities, discussion)</th>
<th>Related Readings Pre-class</th>
<th>Group Presentations Topic (begin week 3)</th>
<th>Important Dates/ Assessment Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> 1 August</td>
<td>1-“Welcome“ Kim Collard</td>
<td>Introductions, Unit Outline &amp; Assessments Welcome &amp; Acknowledgement of Country (discuss) Organise Presentation Groups Cultural Security Continuum Activity</td>
<td>Unit Outline &amp; Graham, M.(2008) essential text on Blackboard</td>
<td>See Unit Outline for further details &amp; criteria See Blackboard for marking rubric</td>
<td><strong>Assessment 3</strong>: Group Presentation, Submit ONLY online 5pm Friday of your allocated topic/week.</td>
</tr>
<tr>
<td><strong>Week 2</strong> 8th August</td>
<td>2-Introduction to Indigenous Cultures &amp; Health Professor(s) - Kim Scott, Marion Kickett &amp; Simon Forrest</td>
<td>Timeline Activity Hofstede’s five (5) dimensions of culture</td>
<td>Coffin, J. (2008) essential text on Blackboard Appropriate Terminology Information on Blackboard</td>
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<tr>
<td><strong>Week 5</strong> 29th August</td>
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<td><em>Census 26th August (withdraw without penalty)</em></td>
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<tr>
<td><strong>Week 6</strong> 5th September</td>
<td>5-Past Policies &amp; Practice Jeremy Garlett: The 1905 Act Lana &amp; Marion: Their story</td>
<td>Group Activities</td>
<td>Eckermann, et.al (2010) Chapter 1 – essential text</td>
<td>Presentation 3: It is documented that well over 100,000 Aboriginal children were removed up until 1974. What impact did forcible removals have on families?</td>
<td><strong>Part A Assessment due: Monday 5th Sept, 2016 by 11.55pm</strong></td>
</tr>
<tr>
<td><strong>Week 8</strong> 19th September</td>
<td>7-Social Determinants of Health Professor Marion Kickett &quot;Little&quot; Tammy – her story</td>
<td>Groups – Case Studies</td>
<td>Eckermann, et.al (2010) Chapter 6 – essential text</td>
<td>Presentation 5: What does 3rd space mean to you as a health professional?</td>
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</tr>
<tr>
<td><strong>Week 9</strong> 26th September</td>
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<td><strong>Tuition-free week</strong></td>
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<tr>
<td><strong>Week 10</strong> 3rd October</td>
<td>8-Family &amp; Community Structure Professor Dawn Bessarab</td>
<td>Class - Case Study</td>
<td>Bessarab, D. (2000) text on Blackboard workshop 8</td>
<td>Presentation 6: Name &amp; explain the three (3) social determinants that are specific to Aboriginal families?</td>
<td></td>
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</tbody>
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**Faculty of Health Sciences**
**School of Nursing, Midwifery and Paramedicine**

INDH1000 Indigenous Cultures and Health
Bentley Campus
01 Aug 2016
School of Nursing, Midwifery and Paramedicine, Faculty of Health Sciences
<table>
<thead>
<tr>
<th>Week 11</th>
<th>10th October</th>
<th>9-Social, Emotional &amp; Physical Well-being</th>
<th>Groups – Worksheet</th>
<th>Presentation 7: What do you need to keep in mind when working with Aboriginal families?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>17th October</td>
<td>10-Health Story – an Interprofessional Case Study</td>
<td>IPFY Groups – Worksheets 1 &amp; 2</td>
<td>No Presentation</td>
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<td></td>
<td></td>
<td>Mr Russell Nelly</td>
<td>Eckermann, et al. (2010) Chapter 7 – essential text</td>
<td>No Presentation</td>
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<tr>
<td>Week 13</td>
<td>24th October</td>
<td>11-Communication &amp; Working with Community</td>
<td>Groups – Worksheets 1 &amp; 2</td>
<td>Presentation 8: Examine 3 Aboriginal Health Organisation (AHOs) – Rural &amp; Urban Discuss their significance to Aboriginal Health</td>
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<td></td>
<td></td>
<td>Dallas Yarran: Aboriginal Liaison Officer</td>
<td>Crawford, Dudgeon, Garvey &amp; Pickett (2000) text on Blackboard workshop 11</td>
<td>No Presentation</td>
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<tr>
<td></td>
<td></td>
<td>Dr Michael Wright: Academic</td>
<td></td>
<td>No Presentation</td>
</tr>
</tbody>
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**Week 15 - Study Week – No exam**