



# SUBJECT OUTLINE

Subject Name:

Subject Code:

**Developing Cultural Competence in Healthcare**

**SOCC111**

## SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Chinese Medicine)	128	1 <sup>st</sup> Year
Bachelor of Health Science (Acupuncture Therapies)	96	1 <sup>st</sup> Year
Diploma of Health Science (Chinese Remedial Massage)	48	1 <sup>st</sup> Year
<b>Duration:</b>	1 Semester	
<b>Subject is:</b>	Core	<b>Subject Credit Points:</b> 4

### Student Workload:

<b>No. timetabled hours per week:</b> 6	<b>No. personal study hours per week:</b> 4	<b>Total hours per week:</b> 10
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### Delivery Mode\*:

☐ On campus
 ☒ Online / Digital
 ☐ Blended
 ☐ Intensive

### Weekly Session^ Format/s - 2 sessions per week:

<input checked="" type="checkbox"/> eLearning modules:	Lectures: Interactive online learning modules Tutorials: can include asynchronous tutor moderated discussion forum and activities, learning journal activities or other web-based resources <i>Optional:</i> Synchronous debriefing webinars weeks 1, 2, 3, 5, 7, 9, 11
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\*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.

^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.

**Study Pattern:** ☒ Full Time ☒ Part Time

**Pre-requisites:** Nil

**Co-requisites:** Nil

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

This subject will critically evaluate various theories of how identity, spirituality and diversity are constructed and how notions of race, ethnicity, culture, and gender have developed and been sustained through language and social structures. The subject will increase awareness of Aboriginal and other Indigenous peoples' histories and ways of living. It will explore the concept of 'cultural competence and safety' and a holistic person-centered



approach as essential for working with individuals in a complementary medicine, community-based setting, and within the broader healthcare system.

## Learning Outcomes

1. Describe how identity, culture, ethnicity, gender, and socioeconomic factors can influence individual and community understanding and experiences of health, well-being, healthcare systems and healthcare services.
2. Explain the role of valuing difference, cultural competence and safety, and social inclusion as fundamental in helping professions and settings.
3. Describe a historical overview and the impact of colonisation on the traditional life and resource equity of Indigenous Australians.
4. Critically analyse culturally sensitive and flexible interpersonal skills and reflect on one's own personal growth, identity and biases.
5. Discuss cultural safety and patient advocacy as necessary frameworks for working effectively with individuals or groups experiencing physical and mental health issues.

## Assessment Tasks

Type	Learning Outcomes Assessed	Week Content Delivered	Due	Weighting
<b>Reflective Journal</b> Weekly entries	1, 2 & 4	1-7	Week 7	20%
<b>Essay</b> (1500 words)	1- 5	1-10	Week 11	40%
<b>Quiz</b> (90 minutes)	1-5	1-12	Week 13	40%

All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS

### Prescribed Readings:

1. Dudgeon, P., Milroy, H & Walker, R. (2014). *Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice* (2nd ed.). Commonwealth of Australia.
2. Dune, T., McLeod, K., & Williams, R. (2021). *Culture, diversity and health in Australia: Towards culturally safe health care*. Routledge.

### Recommended Readings:

1. Goldberg, A. E., & Smith, J. Z. (2011). Stigma, social context, and mental health: Lesbian and gay couples



across the transition to adoptive parenthood. *Journal of Counselling Psychology*, 58(1), 139-150.  
<https://doi.org/10.1037/a0021684>

2. Sue, D. W., & Sue, D. (2016). *Counselling the culturally diverse: Theory and practice* (7th ed.). Wiley & Sons.  
[ebook available]
3. Willis, E., Reynolds, L., & Keleher, H. (2016). *Understanding the Australian health care system* (3rd ed.). Elsevier.

Subject Content		
Week	Lectures	Tutorials / Practicals
1.	<p>Session 1</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>➤ Subject Outline / Subject Aims / Assessment / Teaching Resources</li> <li>➤ Difference and Diversity</li> <li>➤ Australia: a culturally diverse society</li> <li>➤ Introduction to the Australian healthcare system</li> </ul>	Classroom activities developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback
	<p>Session 2</p> <p><b>History and context</b></p> <ul style="list-style-type: none"> <li>➤ Aboriginal Australian cultures and history</li> <li>➤ Culture, identity and indigenous people</li> <li>➤ Indigenous ways of knowing, being and doing</li> </ul>	Prescribed tutorial activities
2.	<p>Session 3</p> <p><b>Majority Group Members; White Privilege and Cultural Safety</b></p> <ul style="list-style-type: none"> <li>➤ Ecological model of health</li> <li>➤ What is cultural competence?</li> <li>➤ What is a holistic person-centred approach in helping profession?</li> <li>➤ Recognising and valuing diversity</li> </ul>	Prescribed tutorial activities
	<p>Session 4</p> <p><b>Racism, Colonisation and Impacts on Indigenous People</b></p> <ul style="list-style-type: none"> <li>➤ Racism</li> <li>➤ Colonialism and Colonisation</li> <li>➤ The Australian experience</li> </ul>	<p>Workshop:</p> <ul style="list-style-type: none"> <li>➤ "Blue eyes–Brown eyes" exercise</li> <li>➤ Introduction to deep listening</li> </ul>
3.	Session 5	Prescribed tutorial activities



	<ul style="list-style-type: none"> <li>➤ Social inclusion and connectedness</li> <li>➤ Cultural competence and emotions</li> <li>➤ Cultural competence and self-reflection</li> </ul>	
	<p>Session 6</p> <p><b>The Social, Cultural and Historical Context of Aboriginal and Torres Strait Islander Australians</b></p> <ul style="list-style-type: none"> <li>➤ Aboriginal Cultural History</li> <li>➤ Torres Strait Islander Culture and history</li> <li>➤ Oppressive legislation</li> <li>➤ The 1967 Commonwealth referendum</li> <li>➤ Significant contemporary issues</li> </ul>	<p>Reflective exercises:</p> <ul style="list-style-type: none"> <li>➤ Differences between Aboriginal and Torres Strait Islander people and non-Indigenous people</li> <li>➤ The stolen generation storytelling</li> <li>➤ Deep listening</li> </ul>
4.	<p>Session 7</p> <p><b>Issues of Aboriginal and Torres Strait Islander Health and Well Being</b></p> <ul style="list-style-type: none"> <li>➤ What is illness?</li> <li>➤ Physical and mental Illness in Aboriginal and Torres Strait Islander Treatment</li> <li>➤ Resourcing and healthcare equity</li> <li>➤ ATSI healthcare and advocacy services</li> </ul>	<p>Reflective exercises:</p> <ul style="list-style-type: none"> <li>➤ Discuss Indigenous peoples suffering</li> <li>➤ Australian Aboriginal tales from The Dreaming</li> <li>➤ Deep listening and healing</li> </ul>
	<p>Session 8</p> <p><b>Gender and Sexual Orientation</b></p> <ul style="list-style-type: none"> <li>➤ Social justice and cultural competence</li> <li>➤ Stigma, social context and mental health</li> <li>➤ Gender and sexuality healthcare and advocacy services</li> </ul>	<p>Prescribed tutorial activities</p> <ul style="list-style-type: none"> <li>➤ Discuss healthcare research demographics and generalisation from young white male population</li> </ul>
5.	<p>Session 9</p> <p><b>Migrant and Refugee Mental Health 1</b></p> <ul style="list-style-type: none"> <li>➤ Racism and prejudice</li> </ul>	Prescribed tutorial activities
	<p>Session 10</p> <p><b>Migrant and Refugee Mental Health 2</b></p> <ul style="list-style-type: none"> <li>➤ Racism and prejudice</li> </ul>	Prescribed tutorial activities
6.	<p>Session 11</p> <p><b>A History of Psychology and Counselling in Diversity</b></p> <ul style="list-style-type: none"> <li>➤ The discipline of psychology</li> </ul>	<p>Workshop:</p> <ul style="list-style-type: none"> <li>➤ APS &amp; AIPA code of ethics exercise</li> <li>➤ Guided meditation-deep listening</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Stereotyping and prejudice</li> <li>➤ The Indigenous Mental Health Movement</li> </ul>	
	<p>Session 12</p> <p><b>Listening and Cross-Cultural Awareness – A Holistic Person-Centred Approach</b></p> <ul style="list-style-type: none"> <li>➤ Social class, age, disability</li> <li>➤ Informed consent across cultures</li> </ul>	Prescribed tutorial activities
7.	<p>Session 13</p> <p><b>Mental Health Practice and Health System in Australia</b></p> <ul style="list-style-type: none"> <li>➤ Working as a culturally competent practitioner</li> <li>➤ Promoting mental health wellness in Aboriginal and Torres Strait Islanders</li> <li>➤ Promoting access to healthcare, health rights, and cultural needs</li> <li>➤ Promoting patient self-advocacy</li> </ul>	<p>Reflective exercises:</p> <ul style="list-style-type: none"> <li>➤ Discuss the treatment and difference and difference between suffering and a disorder</li> </ul>
	<p>Session 14</p> <p><b>Religion and Spirituality: Part I</b></p> <ul style="list-style-type: none"> <li>➤ Cultural humility and cultural competence</li> </ul>	Prescribed tutorial activities
<p><b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)</p> <p><b>Online students</b> – The non-teaching week falls between Weeks 7 and 8</p>		
8.	<p>Session 15</p> <p><b>Religion and Spirituality: Part II</b></p> <ul style="list-style-type: none"> <li>➤ The impact of group identities on helping profession</li> </ul>	Prescribed tutorial activities
	<p>Session 16</p> <p><b>Dealing with Loss, Grief and Trauma</b></p> <ul style="list-style-type: none"> <li>➤ Grief and Loss and the legacy of Colonialism History</li> <li>➤ Definitions and scope of grief and loss</li> <li>➤ Contemporary losses</li> </ul>	<p>Reflective exercises:</p> <ul style="list-style-type: none"> <li>➤ Unresolved childhood grief</li> <li>➤ Healing to recognize our own suppressed,</li> <li>➤ Unresolved grief</li> </ul>
9.	<p>Session 17</p> <p><b>Trauma, Transgenerational Transfer and Effects on Community Well-being</b></p> <ul style="list-style-type: none"> <li>➤ Grief and Loss and the legacy of Colonialism</li> </ul>	<p>Reflective exercises:</p> <ul style="list-style-type: none"> <li>➤ Discuss the transgenerational nature of trauma</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Historical, community, family, and individual trauma</li> <li>➤ Challenges of community recovery</li> </ul>	
	<p>Session 18</p> <p><b>Individual and Universal Biases in Counselling and Healthcare</b></p> <ul style="list-style-type: none"> <li>➤ Personal values and professional ethics</li> <li>➤ Cultural awareness and self-reflection</li> </ul>	Prescribed tutorial activities
10.	<p>Session 19</p> <p><b>Factors Affecting Care and Support of Marginalised Minorities</b></p> <ul style="list-style-type: none"> <li>➤ For the individual</li> <li>➤ For the community</li> <li>➤ For the society at large</li> </ul>	Prescribed tutorial activities
	<p>Session 20</p> <p><b>Impact of Substance Abuse, Violence and Self-Harm in Indigenous Communities</b></p>	<p>Reflective exercises:</p> <ul style="list-style-type: none"> <li>➤ Discuss what you think are the contributory factors of substance misuse in Indigenous people</li> <li>➤ Demonstrate your awareness, knowledge and caring</li> </ul>
11.	<p>Session 21</p> <p><b>Working with Specific Models, Programs and Services: Part I</b></p> <ul style="list-style-type: none"> <li>➤ Availability, affordability, acceptability, and appropriateness of services</li> <li>➤ A cultural and spiritual strengthening model</li> <li>➤ Community well-being program</li> <li>➤ An Aboriginal model of healing</li> </ul>	<p>Reflective exercises:</p> <ul style="list-style-type: none"> <li>➤ Four key counselling questions</li> <li>➤ Demonstrate your awareness, knowledge and caring</li> <li>➤ Australian Aboriginal Storytelling</li> </ul>
	<p>Session 22</p> <p><b>Working with Specific Models, Programs and Services: Part II</b></p> <ul style="list-style-type: none"> <li>➤ A cultural and spiritual strengthening model</li> <li>➤ Community well-being program</li> <li>➤ An Aboriginal model of healing</li> </ul>	<p>Reflective exercises:</p> <ul style="list-style-type: none"> <li>➤ Discuss the treatment and difference and difference between suffering and a disorder</li> <li>➤ Innate emotion and stories from the Dreamtime</li> </ul>
12.	<p>Session 23</p> <p><b>Traditional Healing</b></p>	<p>Workshop:</p> <ul style="list-style-type: none"> <li>➤ Deep listening – guided contemplation</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Developing shared understanding and meaning</li> <li>➤ Cultural impacts on capacity for and response to treatment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dreamtime stories</li> </ul>
	Session 24  <b>The Media, and Misconceptions about Mental Illness</b>	Prescribed tutorial activities
13.	Session 25  <b>Indigenous Wisdom and Global Transformation</b> <ul style="list-style-type: none"> <li>➤ Indigenous principles of transformation</li> <li>➤ Sacred space and rituals</li> </ul>	Workshop: <ul style="list-style-type: none"> <li>➤ Deep listening – guided contemplation</li> <li>➤ Reflection of Indigenous wisdom and healing curriculum - a personal story</li> </ul>
	Session 26  <b>Review, Evaluation and Feedback</b> <ul style="list-style-type: none"> <li>➤ Working with diversity in other healthcare professionals</li> <li>➤ Ongoing learning in culture and diversity</li> </ul>	Prescribed tutorial activities
14.	<b>Non-Teaching Week / Practical Examination Week 1</b> Note that make-up classes may be scheduled in this week.	
15.	<b>Non-Teaching Week / Practical Examination Week 2</b> Note that make-up classes may be scheduled in this week.	
16.	<b>Final Examination Week 1</b> There is no final exam for this subject.	
17.	<b>Final Examination Week 2</b> There is no final exam for this subject.	