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Incorporating the nursing and midwifery Aboriginal and Torres Strait Islander health curriculum framework into a BN program

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Incorporating the nursing and midwifery Aboriginal and Torres Strait Islander health curriculum framework into a BN program

Abstract

When considering Aboriginal and Torres Strait Islander people's culture, the appropriate approach with students should be to explore and reflect upon cultural safety initially followed by context, with an overlay of Aboriginal and Torres Strait Islander health throughout. * Learning outcomes should be reflective of this process throughout a curriculum - novice, intermediate and entry to practice, developing complexity throughout a degree to increase understanding and application. * Using the CATSINaM Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework will facilitate progression and integration into curriculum. * How can I develop Aboriginal and non-Aboriginal partnerships to cocreate curriculum content?

Keywords

into, bn, incorporating, health, islander, framework, strait, curriculum, torres, program, aboriginal, midwifery, nursing

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Incorporating the Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework into a BN program – considerations and challenges

Preparing nursing students for authentic person-centred practice demands an awareness and understanding of Australian culture and history and the impact of these things on the health of the Australian first people. As academics who play a large part in the preparation of these students, it is imperative that the academics ourselves are authentically engaged with and reflect on the challenges to Aboriginal and Torres Strait Islander people. We as nurses and academics need to open our minds and hearts to hear the stories of the community and our Aboriginal and Torres Strait Islander students, we need to learn in and from practice. Taking ourselves out of our comfort zone will help us to consider the issue of white privilege and how this impacts on us individually, us as a profession and us as academic staff. It is important to have the courage to do this as we have influence on the next generation of nurses.

Recently we attended the CATSINaM Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework workshop. This workshop was designed to increase awareness for academics and challenge us to consider how we structure a curriculum that effectively prepares students to provide culturally safe health services to Aboriginal and Torres Strait Islander peoples by developing cultural capabilities during their student years. Attending the workshop has served to highlight a number of considerations for our university as we prepare a new curriculum. We have been reflecting on the implications for each of us personally and professionally and have shared some of our key learning below with critical questions that emerged for each of us:

- The receiver of services is the one who determines if care is culturally safe or not.
 - How can I communicate with people so I am informed and know this?
 - How can I encourage students to do the same?
 - How can I shift the locus of control from the healthcare practitioner to the reciver of care as the judge?
 - This is the essence of person-centredness as a culture – how can I enable students to see the links ?
- Cultural safety is about examining our own culture and then how we use this knowledge and apply it to people who may have a different culture.
 - How do we as academic staff ensure we are culturally safe within all aspects of our own practice?
 - Do I have the flexibility in my approach to do this?
 - Do I know my own culture and what it means to me?
 - What about my professional work culture?
- How do I work with students to reveal the *habitus* of white privilege? When considering Aboriginal and Torres Strait Islander people’s culture, the appropriate approach with students should be to explore and reflect upon

cultural safety initially followed by context, with an overlay of Aboriginal and Torres Strait Islander health throughout.

- Learning outcomes should be reflective of this process throughout a curriculum – novice, intermediate and entry to practice, developing complexity throughout a degree to increase understanding and application.
- Using the CATSINaM Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework will facilitate progression and integration into curriculum.
- How can I develop Aboriginal and non-Aboriginal partnerships to co-create curriculum content?

These are some of our key learnings that each of us will be taking into the development of a new curriculum. We would challenge readers to consider the implications for yourself in your practice and in the approaches taken to cultural safety. Consider how would you create consciousness raising of the issues facing Aboriginal and Torres Strait Islander people who are undertaking undergraduate nursing studies in your equational or your health care facility.