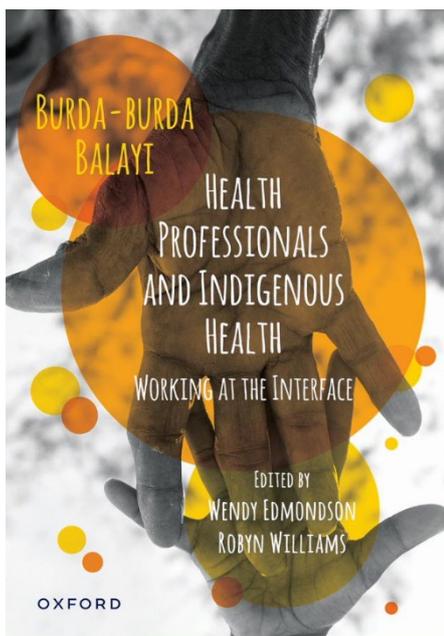


SAMPLE: Instructor's Resource Manual



Burda-Burda Balayi Health Professionals and Indigenous Health: Working at the Interface

First Edition

Edited by Wendy Edmondson and Robyn Williams

IRM material prepared by Robyn Williams, based on content from *Burda-Burda Balayi Health Professionals and Indigenous Health: Working at the Interface*, First Edition

This sample contains excerpts from the full Instructor's Resource Manual for your review.

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Introduction

This manual is a guide for educators teaching in the area of Aboriginal and Torres Strait Islander health and using the *Burda-Burda Balayi Health Professionals and Indigenous Health* textbook.

For each textbook chapter, this Instructor's Resource Manual contains:

- notes (including an overview of the chapter)
- learning outcomes
- suggested activities for the lecturer/educator to undertake with the students
- further optional readings for lecturer/educator and/or the students
- some additional resources for lecturer/educator and/or the students.

The suggested activities are to be used as appropriate to support and enhance the lecturer's/educator's teaching. It is intended that they build on, support and further explore some aspects of each chapter. The activities can be used in online or face-to-face learning contexts.

The further readings and additional resources are 'optional extras' and to be used as complementary to the lecturer's/educator's teaching practice for enhancing student engagement and critical thinking.

Please note, this manual does not provide a step-by-step set of instructions, lesson plans or a comprehensive and complete set of resources as these are beyond the scope and intention of this textbook.

N.B. As there is a multitude of sources on the internet, it is recommended that you use the CRAAP test as one way to evaluate sources in five main categories: Currency, Relevance, Authority, Accuracy and Purpose/Point of View. See, for example, the UWA Library resource guides.library.uwa.edu.au/c.php?g=715841&p=5100314

Warning: This textbook and IRM may contain the names or images of Aboriginal and Torres Strait Islander people who have died. The content may also contain triggers for people.

Robyn Williams

Extract from Chapter 1 Culture and Identity: Building Intercultural Respect

Activity: Unpacking terminology

What the student needs to do

1. Read the article ‘Appropriate terminology for Aboriginal and Torres Strait Islander people – it’s complicated’, by Luke Pearson (2021) indigenoux.com.au/appropriate-terminology-for-aboriginal-and-torres-strait-islander-people-its-complicated
2. Discuss:
 - a. Why is the question about what is the most appropriate term to refer to Aboriginal and Torres Strait Islander peoples in Australia ‘complicated’? Why isn’t there a checklist of dos and don’ts, or a clear and concise answer?
 - b. What is this article saying about identity construction in Australia and what this has got to do with health?

Extract from Chapter 3 Cultural Safety Frameworks: Principles into Practice

Notes

This chapter provides an overview of cultural safety as a model of health care in general, and specifically for Aboriginal and Torres Strait Islander peoples. The history, contention, criticisms of and necessity for cultural safety is also discussed, along with the principles of cultural safety (social justice, trust, respect, self-awareness and self-reflection). There is also a discussion of ways for negotiating culturally safe practice. The need for robust frameworks for organisations and systems is also highlighted as a key component of cultural safety.

The process of critical reflection, a crucial component of culturally safe practice, needs to be embedded in any cultural orientation programs. Critically reflective practice aims for cultural self-awareness where ‘self’ refers to both people and organisations. It has the goal of practitioners and organisations recognising that their cultures impact on practice. It is a process of inquiry where people are enabled to identify and challenge their values, beliefs, attitudes, assumptions, their social position and standpoint. Critical reflection enables power sharing and negotiation between practitioners and the organisations they work for, and the people using services, to limit the impact of professional and service cultures on the social practice of clinical decision making.

This section demonstrates ways to map out what cultural safety is to individuals and to the organisations they engage with professionally as well as personally. It also provides a template of how to negotiate culturally safe practice, including culturally safe engagement, and assists with identifying what kind of preparation all staff need to work effectively and how better and ongoing preparation leads to improved health outcomes for Aboriginal and Torres Strait Islander peoples.

Learning objectives

After working through this chapter, the student will be able to:

1. demonstrate an understanding of the history, rationale and principles of cultural safety as a model of health care
2. reflect on the key components of cultural safety, and the related impact on Aboriginal and Torres Strait Islander peoples’ health and health care
3. identify or develop a cultural safety framework that includes actions to be taken at individual, organisational and systemic levels in work settings.

Extract from Chapter 7 Social and Emotional Wellbeing and Health from Trauma

Activity 1: Defining trauma in a range of contexts

What the student needs to do

1. Watch the YouTube clip 'The Journey of Health and Wellbeing' (10:44) by the WA Department of Health (2020) www.youtube.com/watch?v=cDYGjkcjUdg
2. Take time for discussion or personal reflection. Topics/prompts might include:
 - List some definitions of trauma.
 - Identify the range of types of trauma, including complex and developmental.
 - Describe different contexts of trauma.

Extract from Chapter 8 Contemporary Issues in Aboriginal and Torres Strait Islander Health

Further readings

Diallo, O.K. & Friberg, N.M. (2021) Subverting the white cis gaze: Towards a pedagogy of discomfort, accountability and care in the anthropology classroom. *Teaching Anthropology* 10(4), 17–35.

Kayumova, S. & Tippins, D.J. (2021) The quest for sustainable futures: designing transformative learning spaces with multilingual Black, Brown, and Latinx young people through critical response-ability. *Cultural Studies of Science Education* 16(3), 821–839.

Mc Dermott, D., Sjoberg, D., Lawless, A., Mackean, T., Ward, C., Harding, L. & Kaholokula, J. K. (2019) Having the hard conversations: A guide to good practice in Indigenous health and cultural safety education www.flinders.edu.au/content/dam/documents/colleges/cmph/hard-conversations-good-practice-guide.pdf

Some additional resources

AnatomyEd MSc (2017) Transformative Learning (4:10) www.youtube.com/watch?v=kgwAb9WNxkw

Critical Reflection Tool limenetwork.net.au/resources-hub/critical-reflection-accreditation-tools

Shah, Sami (2021) Earshot podcast, ABC Radio National 'Let's talk about race: an uncomfortable truth' (28:36) www.abc.net.au/radionational/programs/earshot/an-uncomfortable-truth-sami-shah-racism-indigenous-v2/13475460