

HLTH 1023 DIVERSITY IN HEALTH (WSTC)

Credit Points 10

Coordinator Dane Couter (<https://directory.westernsydney.edu.au/search/name/Dane+Couter/>)

Description This subject prepares health science students with the foundational abilities to comprehend and interact proficiently within our culturally and socially varied society, both in our daily lives and professional endeavours. A significant emphasis will be placed on exploring Indigenous Australia, allowing students to develop a deep understanding of the accomplishments and requirements of Indigenous Australians. The subject will also delve into the concept of cultural safety on a broader scale, placing these topics within the framework of healthcare professionals operating in diverse cultural environments and managing distinct health beliefs and practices. An understanding of cultural diversity plays a crucial role in healthcare delivery and cultural competence significantly influences the health of Indigenous and other minority populations.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in an existing Destination College Diploma program listed below:

- 7188 Diploma in Culture, Society and Justice
- 7189 Diploma in Health Science
- 7190 Diploma in Business
- 7191 Diploma in Information and Communication Technologies
- 7192 Diploma in Building Design and Construction
- 7193 Diploma in Engineering Studies
- 7194 Diploma in Creative Industries and Communications
- 7195 Diploma in Arts
- 7196 Diploma in Science
- 7197 Diploma in Education Studies

Learning Outcomes

After successful completion of this subject, students will be able to:

1. Identify the role of social determinants of health across diverse populations
2. Describe the health needs of a range of marginalised Australians including; Indigenous Australians, Australians of a culturally or linguistically diverse backgrounds, sexually diverse Australians, ageing Australians and Australians living with disability
3. Examine the first nation peoples experience of health, wellness, health services and health outcomes from an indigenous perspective

4. Apply knowledge regarding equity, culture and diversity to their studies and professional behaviour as future health science practitioners
5. Examine approaches to cultural safety in health science practice

Subject Content

Introduction to the unit:

- What are culture, diversity and identity?
- Explore the cultural/social/ethnic diversity of the class
- How do health care professionals approach diversity?
- Introduce cultures of health and health care

The Australian context – Indigenous Australia:

- Overview of the history of Aboriginal and Torres Strait Islander Australia and the concept of Indigenous identities

The cultures of health and health care:

- Review of dominant health culture in Australia
- Understanding Western and Eastern health models

Australians of Culturally and Linguistically Diverse Backgrounds (CALD):

- Overview of the history of migration to Australia and the contemporary context of Australian 'multiculturalism'
- Health needs of CALD Australians
- Segregation as a fundamental cause of ethnic disparities in health:
- Discrimination and health: causes, consequences and potential solutions
- Religious difference in Australia

Human rights and health literacy:

- What are human rights?
- Human Rights in Australia
- What rights are covered to promote equity?
- How can human rights improve health literacy?

Cultural Competency:

- Introduction to cultural competence
- Cultural competency as a toolkit for cultural safety
- Guidelines and policies to improve cultural safety through cultural competency in health
- How to promote cultural safety in professional practice

Cultural Safety:

- What is cultural safety
- Why is it important?

Gender, Health and LGBTIQ populations:

- Intersecting identities
- Intersecting inequities
- What does LGBTIQ stand for?
- The experiences of LGBTIQ populations
- The role of health care professionals in the context of gender and sexual diversity

Disability & Ageing:

- What is disability?
- What does it mean to be disabled?
- Working with people with disability

Religious Diversity:

- Prevalence of religiosity
- The role of religiosity in health
- The experiences of major religious groups

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Portfolio	200 words	15	N	Individual	N
Portfolio	500 words	25	N	Individual	N
Presentation	10 minutes	30	N	Group	N
Report	500 words	30	N	Individual	N

Teaching Periods

Spring Block 1 (2025)

Campbelltown

On-site

Subject Contact Dane Couter (<https://directory.westernsydney.edu.au/search/name/Dane+Couter/>)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=HLTH1023_25-SB1_CA_1#subjects)