Throughout this PPT the term “Indigenous” has been used to represent “Aboriginal and Torres Strait Islander” peoples of Australia.
Cultural Safety Prep: for USC Nursing/Midwifery students for Indigenous child/youth health promotion sessions - An overview...

• Overview of United Nations Declaration on the rights of Indigenous peoples: and their right to health.

• Reminder that this right to health is not being met in Australia.

• Close the Gap: needs to accelerate – only six CTG targets out of seven have been met – other determinants of health need addressing to CTG.

• For all healthcare workers in Australia – training in cultural safety when working with Indigenous child and youth is paramount.

• When working with Indigenous child and youth – historical factors and poor health care delivery in the past must be acknowledged...

• Example: The Stolen Generation - and how this has impacted on the health and wellbeing of Indigenous families and communities in the past and today.
Information to Prepare USC Nurses/Midwifery students for Indigenous Child/Youth Health Promotion Stations:

Each Session — 15 minutes/30 minutes for large families (Adults to be in attendance with children)

- **Sun Safety & Skincare** – children were given a NCACCH sample tube of sunscreen and discussed the importance of Sunscreen, wearing a hat, being in the shade as well as hydration. The children were knowledgeable about this topic and were happy to receive the sunscreen.

- **Hygiene & Immunisation** – all but (1) parent/guardian accompanying the children were aware of the Jabba Jabba Immunisation Program. This parent/guardian was given the information available as well as information for the QH Indigenous Child & Family Health Program. Hand washing/hygiene was also discussed with the assistance of a chart – ‘did ya wash your hands’ as well as the ‘Ciril Rioli – no germs on me’ poster.

- **Diet & Nutrition** – copies of the Aboriginal & Torres Strait Islander food guide were available for each of the stations – With these recommendations in mind healthy food options were discussed; there were some fussy eaters – options and varieties were discussed. Most of the children were aware of the Go 2 & 5 options of 2 fruits and 5 veg each day and the importance of water in their diet.

- **Sports & Exercise** – Most of the children were aware of the values of exercise in their daily routine or played at least (1) sport. If the child was under 5 years parent/guardian was asked about the child’s coordination – this was done with either a small bouncy ball or the small football – those ‘assessed’ were within normal growth milestones.

- **Basic Eye Tests** – the children responded very well to the Eye Charts that were available – especially the hand eye chart which I was able to source. There was also a match – up game (which I developed) where the children could match the cards to the pictures – this was very popular. Referrals/contact information were given/recommended for (2) children for follow-up.
Questions: for USC Nursing/Midwifery Students for attending the NCACCH WPHC Day. Feedback requested: working with Indigenous child/youth...

(1) What were your expectations before participating in the WPHC Day on Saturday 13th May 2017?

(2) Did the opportunity to participate in the WPHC meet your expectations. If so - how? If not – why?

(3) After the event how inspired did you feel in providing health checks and education to Aboriginal and Torres Strait Islander child/youth and families?

(4) Did you feel supported for the event? If yes - how? If not – why?

(5) What did you find most useful or enjoyable from the WPHC day?
GROUP PHOTO – NCACCH WPHC - USC Indigenous Nursing Academics (Leone and Lynne) and USC Nursing/Midwifery Students