"Learning and Teaching Services would like to acknowledge and honour the Giabal and Jarowair peoples of Toowoomba; the Jagera, Yugggera and Ugarapul peoples of Springfield and Ipswich; the Butchulla people of Fraser Coast and Maryborough; and the Kambuwal people of Stanthorpe as the Traditional Custodians of the lands and waterways where the University of Southern Queensland is located”

Indigenous Cultural Competence @ USQ

As USQ has worked to find its way forward with Indigenous Cultural Competency it has drawn on the reports and literature that has been developed by Universities Australia. That material has identified two conceptual models in the development of cultural competency. These are both progressive models that lead toward proficiency in intercultural contexts (Grote, 2008, cited in UA, 2011, p.233).

Bennett et al (Bennett & Bennett, 2004; Hammer & Bennett, 2001; Hammer, Bennett, & Wiseman, 2003) have developed a model that provides a framework for understanding and identifying successive stages in which one’s worldview is restructured through cognitive processes: Developmental Model of Intercultural Sensitivity

| Denial | Defence | Minimisation | Acceptance | Adaptation | Integration |

This model may be useful for the development of Professional Development resources. The second model is Wells’s (2000) Developmental Model of Cultural Competency.

| Incompetence | Knowledge | Awareness | Sensitivity | Competence | Proficiency |

This model tracks attitudinal and behavioural changes as individuals develop the knowledge and experience to work effectively with Indigenous clientele during intercultural encounters.

The model proposed by Wells offers a practical structure for identifying and mapping content for cultural competency curricula and has formed the basis for the model proposed by Charles Sturt University and the University of South Australia (Charles Sturt University, 2010; McConnochie, Egege, & McDermott, 2008; Ranzijn, McConnochie, & Nolan, 2010) that is illustrated in the Developmental Model below.

Developmental Model of Cultural Competence

We are using the elements of the Framework to identify how we embed Indigenous content and perspectives into the USQ curricula. Our starting point has been to overlay this definition on to a developmental process that can be applied to curriculum development. For this we have drawn on the model proposed by Charles Sturt University and the University of South Australia (Charles Sturt University, 2010; McConnochie, Egege, & McDermott, 2008; Ranzijn, McConnochie, & Nolan, 2010)
This developmental process can be applied across programs so our students are experiencing curriculum that supports them to develop Indigenous Cultural Competence by the time they graduate.

To support staff in these processes of embedding Indigenous perspectives into the USQ curriculum we strongly encourage you to get involved in professional development activities and events that will provide ideas on how to do this. This may include activities to enhance your own cultural competency.

**Defining ‘Indigenous Content and perspectives’**

It should be noted that this content includes both specific Indigenous content and content relevant to the development of cultural competence in students; That is, a significant proportion of this content may not be specifically 'Indigenous' content. So, for example, students may be exploring their attitudes towards cultural difference, or critically examining the nature of their profession/discipline within a more generic context.

<table>
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<tr>
<th>Content Area</th>
<th>Brief summary of content</th>
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| 1. General background in Indigenous issues | This includes the cultural, historical and contemporary frameworks which have shaped and continue to shape the lives of Indigenous Australians. This should include:  
  - the sources and contemporary characteristics of families and family structures including Australian Indigenous/colonial histories and the impacts of these histories  
  - the diversity of concepts of identity  
  Understanding the impact of historical processes (such as colonisation and dispossession, institutionalization, discrimination, and the Stolen Generations) on identity and mental health is crucial. The relationships between psychological functioning and broader contemporary contexts and social issues (such as housing, dependency, poverty, and unemployment) need to be examined and understood. |
| 2. Exploring values and attitudes. | Encouraging students to examine their own values. Historical events (colonisation, dispossession and the Stolen Generation) were based on cultural values and assumptions and the presentation of the historical facts should lead students to examine their own values and assumptions and deconstruct the basis for these understandings. Effective interaction with Indigenous people cannot occur without an examination of the values that practitioners hold in relation to areas such as cultural diversity, race and power. |
| 3. Critically examining the nature of the profession | Involves providing students with the tools and opportunities to critically explore the major paradigms of their discipline and how these paradigms influence thinking and understanding and impact on |
Indigenous people. Investigates the discipline as political and based on value-laden assumptions, hence the need to explore issues of power relations.

4. Working with Indigenous people
- Examining culturally appropriate way of working. These are generic communication skills, not specific clinical skills. Developing skills in appropriate language, good listening skills, understanding of communication protocols appropriate to different cultural contexts, etc.

5. Professionally specific content
- Topics or issues relating specific areas of the discipline and Indigenous content. May include understanding cultural diversity in relation loss and grief and trauma issues, stereotyping and racism, pathologising behaviour, concepts of ‘cultural safety’.

For more information...
Visit the Indigenous Curriculum site

Here you can find more resources and links to databases of academic articles and film lists. The site also links you to the broader Indigenous strategies at USQ and to work being done at other institutions.