



DCHA20001 Ageing in Indigenous People

Term 1 - 2019

Profile information current as at 04/05/2024 06:12 am

All details in this unit profile for DCHA20001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will give you a detailed understanding of the influence of race and culture on ageing outcomes. The importance of Indigenous ways of knowing about health and how this relates to ageing will be addressed. You will learn and critically reflect on the historical and contemporary socio-political events and systems that impact the quality of life of older Indigenous people. Human rights and social justice issues will be discussed. This will include developing an informed understanding of colonisation processes and intergenerational trauma. You will research the key differences in health outcomes, including an appraisal of the 'gap', between Indigenous and non-Indigenous older people. You will learn about the delivery of culturally competent practice and working together with Indigenous people to promote value and respect for culture.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2019

- Distance
- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 10%

2. **Written Assessment**

Weighting: 50%

3. **Presentation**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from DDLT and Dean SNMSS

Feedback

This unit was offered for the first time in Term 1 2017 with one student enrolled. In term 2, 2018 there were no enrolments and interest was low. This unit (course) is now in teach-out mode.

Recommendation

To teach out course from 2018.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
2. Explain Indigenous ways of knowing about health and ageing.
3. Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people
4. Evaluate the ability of services to meet the healthy ageing needs of Indigenous people.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 10%	•	•	•	
2 - Written Assessment - 50%	•	•	•	
3 - Presentation - 40%				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
4 - Research	○	○	○	○
5 - Self-management			○	○
6 - Ethical and Professional Responsibility	○	○	○	○
7 - Leadership			○	○
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 10%	○	○	○	○	○			
2 - Written Assessment - 50%	○	○	○	○		○	○	
3 - Presentation - 40%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Anne-Marie Holt Unit Coordinator
a.holt2@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit Module 1 - Determinants of Health		Refer to the Moodle site. Read the introductory information and undertake Module 1 activities. Familiarise yourself with what is required for your assessments. Details of the assessments are available on the Moodle site. You can begin some preparatory readings for the first assessment.

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Determinants of Health unique to Indigenous population in Australia		Refer to the Moodle site. Continue with Module 1 activities. Continue preparing for the first assessment - develop a plan.

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Determinants of Health unique to Indigenous population in Australia		Refer to the Moodle site. Continue with Module 1 activities. Begin drafting your first assessment/assignment.

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - "Knowing" about "healthy" and "ageing" from the perspective of the Indigenous population in Australia		Refer to the Moodle site. Begin Module 2 activities. Continue working on your first assessment.

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Refer to the Moodle site. Begin Module 2 activities.		Refer to the Moodle site. Continue with Module 2 activities. Week 5 - Assessment 1 due: Wednesday 10 April 2019 at 5.00pm (AEST) Submit via Moodle submission point!
		Written Assessment (750 words) - Proposal Due: Week 5 Wednesday (10 Apr 2019) 5:00 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your tuition free week!		

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Key differences in health between Indigenous and non-Indigenous populations in Australia		Refer to the Moodle site. Begin Module 3 activities. Begin drafting Assessment 2.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module 3 - Key differences in health between Indigenous and non-Indigenous populations in Australia

Refer to the Moodle site. Continue with Module 3 activities.
Begin to finalise Assessment 2.

Week 8 - 06 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 4 - Culturally Competent Practice

Refer to the Moodle site. Begin Module 4 activities.
Finalise Assessment 2.

Week 9 - 13 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 4 - Culturally Competent Practice

Refer to the Moodle site. Continue with Module 4 activities.

Week 9 - Assessment 2 due: Wednesday 15 May 2019 at 5.00pm (AEST)

Submit via assessment point in Moodle

Written Assessment (1500 words) - Essay Due: Week 9 Wednesday (15 May 2019) 11:45 pm AEST

Week 10 - 20 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 5 - Government Strategies

Refer to the Moodle site. Begin Module 5 activities.
Begin working on Assessment 3.

Week 11 - 27 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 5 - Government Strategies

Refer to the Moodle site. Continue with Module 5 activities.

Complete your final draft for Assessment 3.

Arrange a time with your lecturer for your presentation (online via zoom) next week.

Week 12 - 03 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

Revision & Consolidation

Week 12 - Assessment 3 due.

Online Presentation - Week 12 - Assessment 3 due: Week beginning Monday 03 June 2019 at a mutually agreed time with your Lecturer/Tutor

Online Oral presentation Due: Week 12 Monday (3 June 2019) 8:00 am AEST

Review/Exam Week - 10 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Written Assessment (750 words) - Proposal

Assessment Type

Written Assessment

Task Description

Objectives and Outcomes:

Throughout this unit the learning tasks within each module aim to ensure you are thinking broadly about the influence of external factors on the health of older Aboriginal and Torres Strait Islander peoples. This task asks you to critically analyse the efficacy of a current government strategy that aims to address the healthy ageing needs of Indigenous people. To do so, you will need to apply your knowledge about the unique determinants of health for Indigenous people, as well as Indigenous ways of knowing about health and ageing.

You will need to select a current government strategy that either does or should aim to address the healthy ageing needs of older Indigenous people. The document can be relevant on a local, state or national level.

This task allows you to evaluate how well the government document considers the current and future needs of the Indigenous ageing population. An additional requirement is to provide solutions for any perceived shortcomings.

You will need to consider the specific needs of this generation, and future cohorts of older people. The purpose of this task is to develop your skills in assessing the suitability of government strategies to account for the diverse needs of older Indigenous people. You will need to consider if the strategy has the potential to promote cultural safety and be effective at what it is aiming to achieve.

The Tasks:

To begin with you are writing a proposal that will give an outline or summary of your full essay. The proposal is Assessment 1. You will receive feedback on this proposal and you will then write the full essay. The full essay is Assessment 2. This assessment will entail a critical analysis on the efficacy of a relevant government strategy that aims to address the healthy ageing needs of older Indigenous people.

Preparation:

1. Select a government strategy (document) that has direct implications for older Indigenous people
2. Search for current quality literature (peer-reviewed) on the key determinants of health in older Indigenous people
3. In addition, search for evidence-based literature on how to improve healthy ageing outcomes using culturally appropriate approaches
4. Search for and select quality literature that provides evidence-based information on the efficacy of legislation and policy

Proposal Writing:

1. Write an overview of your essay including your key arguments
2. Include the government strategy (document) you selected and why, the determinants of health you consider to be the most relevant along with three key journal articles or book chapters you will be using to guide your discussion and support your argument
3. Write a concluding paragraph that summarise your key findings

Word count: 750 (+/- 10% excluding references)

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Due date: Week 5 (Wednesday 10.04.19 - 5.00pm AEST)

Total percentage - 10% of overall mark

Assessment Due Date

Week 5 Wednesday (10 Apr 2019) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students

Week 6 Wednesday (24 Apr 2019)
via Moodle site

Weighting

10%

Assessment Criteria

Please refer to Moodle site for Assessment Rubric

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

via Turnitin on Moodle site

Learning Outcomes Assessed

- Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
- Explain Indigenous ways of knowing about health and ageing.
- Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

2 Written Assessment (1500 words) - Essay

Assessment Type

Written Assessment

Task Description

Task Description

This assessment follows on from the proposal developed in Assessment 1. Now that you have received feedback on this proposal you will now write the full essay. The full essay will entail a critical analysis on the efficacy of a relevant government strategy that aims to address the healthy ageing needs of Indigenous people.

Essay writing:

1. Write an introductory paragraph that describes the importance of government strategies that are culturally appropriate and effective in improving healthy ageing outcomes for Indigenous people
2. State which government strategies (document) you selected and why
3. Critically analyse the applicability and appropriateness of the strategies outlined in the document to meet the needs of older Indigenous people
4. Identify any limitations of the government strategies and explain their possible impact and generate recommendations to improve efficacy.
5. Write a concluding paragraph that summarises your key findings

Word count: 1500 (+/- 10% excluding references)

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Due date: Week 9 (Wednesday 15.05.19 -5.00pm AEST)

Total percentage - 50% of overall mark

Assessment Due Date

Week 9 Wednesday (15 May 2019) 11:45 pm AEST

via Turnitin on Moodle site

Return Date to Students

Week 11 Friday (31 May 2019)

via Moodle site

Weighting

50%

Assessment Criteria

Please refer to the Moodle site for Assessment Rubric

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

via Turnitin on Moodle site

Learning Outcomes Assessed

- Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
- Explain Indigenous ways of knowing about health and ageing.
- Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

3 Online Oral presentation

Assessment Type

Presentation

Task Description**Objective and Outcomes**

Throughout this unit the learning tasks within each module aim to develop cultural capabilities and knowledge around Aboriginal and Torres Strait Islander peoples' history, health and culture with respect to cultural safety.

This task asks you to develop best practice recommendations for providing culturally safe services to older Indigenous people. You may like to make recommendations relevant to your own workplace or area of interest. To do so you will need to apply your knowledge about the unique determinants of health for Indigenous people, as well as Indigenous ways of 'knowing' about health and ageing. Other areas you may like to consider when developing your presentation are changes associated with ageing, common illnesses and disabilities associated with ageing, along with empowerment and strengths-based approaches to ageing and healthy ageing principles.

The Task:

You are creating an oral presentation that is designed to provide recommendations for culturally safe service provision for older Indigenous people. Create the presentation as if you would be presenting to colleagues who have varying but relatively basic understanding of the needs of older Indigenous people. You must successfully transmit knowledge to justify your recommendations. Your colleagues have the capacity to implement the recommendations and you need to convince them of their value. The information and knowledge you have gathered from both Assessment 1 and 2 will provide some good background information.

Preparation:

1. Select an area of service provision
2. Search for current quality literature on providing culturally safe services to older Indigenous people
3. Search for literature on Indigenous ways of 'knowing' about health and ageing that you believe will be appropriate to apply to your selected area of service provision
4. Generate best practice recommendations for providing services to older Indigenous people tailored to your workplace or area of interest
5. Communicate with your Lecturer to set up a time and date for your presentation using Zoom (refer to Moodle site)

Presentation format:

1. The presentation should be 10-15 minutes in duration with a maximum of 10 PowerPoint slides
2. Information on the slides should be referenced (cited) appropriately. Provide a slide at the end of the presentation with the references listed using APA
3. Your presentation should include an introduction to the topic, the importance of culturally safe service provision, including the impacts of not providing it
4. Introduce your area of service provision with respect to ageing and Indigenous people and culture
5. Provide recommendations for improving service provision for older Indigenous people, prioritising the most salient issues that have the greatest impact
6. Outline and discuss the benefits of the recommendations you have made by justifying and supporting this with the

literature you have reviewed

7. Summarise your key findings by putting forward a concluding statement

Due date: Week 12 – week beginning Monday 03 June 2019 at a mutually agreed time with your Lecturer/Tutor

Total percentage – 40% of overall mark

Assessment Due Date

Week 12 Monday (3 June 2019) 8:00 am AEST

via Zoom (arrange a time with your Lecturer/Tutor)

Return Date to Students

Week 12 Friday (7 June 2019)

via Moodle

Weighting

40%

Assessment Criteria

Please refer to the Moodle site for Assessment Rubric

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

via Zoom on Moodle site

Learning Outcomes Assessed

- Evaluate the ability of services to meet the healthy ageing needs of Indigenous people.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem