INDG40016 *Indigenous Australians and Health*
Term 2 - 2019

All details in this unit profile for INDG40016 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 offers a broad overview of Indigenous Australian health. It begins by examining Indigenous Australian identity and the health status of Aboriginal and Torres Strait Islander peoples prior to colonisation. This is contrasted with the impacts on Indigenous Australian identity from earlier indifferent practices of governance, to formal government policies of protectionism/segregation, assimilation and self-determination and their profound effects on the health of Aboriginal and Torres Strait Islander peoples. The unit then overviews Indigenous Australian health in the current context, exploring Aboriginal community-controlled health services, Torres Strait Islander health services, primary health care services, differences between Indigenous Australian men's and women's health, health promotion and research, and Indigenous Australian models of health care.

Details
Career Level: *Non-award*
Unit Level: *Not Applicable*
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 2 - 2019

- Mixed Mode

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).

Residential Schools
This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your Residential School Timetable.

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 Non-award 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: 40%
2. **Written Assessment**
Weighting: 40%
3. **Online Quiz(zes)**
Weighting: 20%

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 Student Feedback

Feedback

Positive feedback on student support

Recommendation

Continue support by engaging early with students.

Unit Learning Outcomes

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

1. Evaluate the health status of Indigenous Australians prior to European colonisation.
2. Analyse the historical and contemporary impacts of government policies upon the health of Indigenous Australians.
3. Explain differences between various health care services available to Indigenous Australians.
4. Identify Indigenous models of health care and promotion in Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	◦ Introductory Level	◦ Intermediate Level	● Graduate Level	◦ Professional Level	◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	●	●		
2 - Written Assessment - 40%			●	●
3 - Online Quiz(zes) - 20%	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Self Management				
2 - Communication	—	—	—	—
3 - Information Literacy	—	—	—	—
4 - Information Technology Competence				

Graduate Attributes	Learning Outcomes			
	1	2	3	4
5 - Problem Solving				
6 - Critical Thinking	—	—	—	—
7 - Cross-Cultural Competence	—	—	—	—
8 - Ethical Practice	—	—		
9 - 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	9
1 - Written Assessment - 40%	—	—	—			—	—	—	
2 - Written Assessment - 40%	—	—	—			—	—	—	
3 - Online Quiz(zes) - 20%	—	—		—	—	—	—		

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: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Vincent Skinner Unit Coordinator
r.skinner@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit		

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal health before colonisation		

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Torres Strait Islander health before colonisation		Residential School (29 July - 2 August) Building 7, Bundaberg Campus

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander health since colonisation		

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Health in remote and homeland Aboriginal communities		

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal health in rural communities		

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal health in regional and metropolitan communities		**Written Assessment: Academic Essay** Due: Week 7 Friday (6 Sept 2019) 11:45 pm AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Torres Strait Islander health		

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander health professionals		

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Issues impacting on Aboriginal and Torres Strait Islander health		

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Where to from here?		

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

		Written Assessment: Academic Essay Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST
Review of unit		

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Online Quiz(zes) Due: Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Unit Coordinator: Ross Skinner
Phone: (07) 4930 9251
Email: r.skinner@cqu.edu.au
Unit presentation
10-12 hours of study per week of self-directed study
Student access to the Internet, email and residential schools is recommended for this unit, with the exception of those students in correctional centres.
Students are expected to follow a self-directed study schedule which meets the required deadlines.
Residential School
Residential School is a requirement of this unit. One Residential School will be held during the term – week 3 (29 July - 2 August). During this school, group work, lectures, tutorials, presentations and individual tuition will be held.
Please also confirm your attendance by emailing tep@cqu.edu.au or telephoning Suellen Thomas on 1800 651 891. Travel will be organised through Centrelink, and not TEP. If you are of Aboriginal and/or Torres Strait Islander descent, it is important that you register with Centrelink/Abstudy at the earliest opportunity. Residential travel cannot be organised until the registration process has been completed. Please note that Abstudy needs 3 weeks' notice of your intended travel. Abstudy will confirm your registration with us and then arrange travel for you. TEP will arrange your accommodation and meals. Abstudy will notify you of your travel details and so it is important that your contact details are up to date. Contact TEP urgently if something at the last moment prevents you attending.
Unit Website
The unit website is offered through the learning management system, Moodle. You should find this website easy to use. Consequently, you will need access to the internet. If the learning management system Moodle is temporarily unavailable when you need to submit an assessment item, you can send your assessment by email to your unit coordinator.
Computer (including software) requirements
Access to a computer is necessary. If you can regularly get to a CQUniversity campus, you can use the computers there. If you cannot get to a campus, it is best to have your own computer. You may also be able to use a computer at your local Queensland Open Learning Study Centre or your local library. Internet access is necessary so you can access the unit website. Microsoft Office software is preferred. Students in correctional centres do not require computer access.
Assessment Information
Assessments for this unit should be submitted electronically through Moodle. Students are required to keep back-up copies of all assessments. Please ensure that your assessment conforms to the applicable formatting guide. To submit electronically, the assessment should be saved in a format that is compatible with Microsoft Office and submitted via the Learning Management System (Moodle)

Assessment Tasks

1 Written Assessment: Academic Essay

Assessment Type
Written Assessment

Task Description
Choose *one topic* from the list below or negotiate an alternative topic with your course coordinator, and write a

1000-1200 word academic essay.
In your response, present balanced coverage of the arguments in relation to the topic. No matter how passionate you may be about your topic, remember that you must write objectively and without emotion. You will need to research widely and reference accurately. You should include at least 4-6 sources in your reference list, but more is always better. Students are required to use the Harvard Style of referencing.
1. Discuss the health of Aboriginal people prior to the arrival of white people in Australia.
2. Discuss the health of Torres Strait Islanders prior to the arrival of the first white missionaries. You may wish to compare and contrast the varied dietary patterns that existed throughout Torres Strait.
3. Try to explain the nature of colonisation. What were the historical impacts of colonisation on the health of Aboriginal and Torres Strait Islander people?
4. Discuss the health of Aboriginal people in remote and homeland Aboriginal communities. What are the major factors at work here? If you wish, you can use an example in your discussion.
5. Discuss the health of Aboriginal Australians in rural communities. Again, you may use an example from a rural community if you wish.
Remember that this is an academic essay and so should be properly presented with a cover page, an introduction, the body of the essay (or the main discussion), a conclusion, and a reference list. Use 1.5 or double line spacing and a clear font such as Times New Roman 12 or Arial 11.

Assessment Due Date
Week 7 Friday (6 Sept 2019) 11:45 pm AEST

Return Date to Students
Week 9 Friday (20 Sept 2019)

Weighting
40%

Assessment Criteria
Academic Content

- Demonstrates an understanding of topics and unit material relevant to the assessment
- Evidence of research originality

Writing Skills

- Uses the academic essay structure to logically organise and present ideas
- Clarity of expression, correct grammar and spelling

Referencing Skills

- Uses the Harvard style of referencing
- Appropriate and correct in-text referencing
- Includes a reference list, correctly formatted

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Evaluate the health status of Indigenous Australians prior to European colonisation.
- Analyse the historical and contemporary impacts of government policies upon the health of Indigenous Australians.

Graduate Attributes

- Self Management
- Communication
- Information Literacy
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

2 Written Assessment: Academic Essay

Assessment Type
Written Assessment

Task Description
Choose **one topic** from the list below or negotiate an alternative topic with your unit coordinator, and write a **1000 - 1200 word academic essay.**
1. What are the main issues associated with Aboriginal health in regional and metropolitan communities? How do these issues compare with those in rural or remote Aboriginal communities?
2. Present a summary of Torres Strait Islander health. How does this generally compare with the health of mainland Aboriginal Australians?
3. Analyse the roles of Aboriginal and Torres Strait Islander health professionals in Australia. You may like to discuss a specific field, such as nursing, or you may simply generalise about the topic.
4. Choose a specific issue that impacts upon the health of Aboriginal and Torres Strait Islander people and demonstrates your understanding of this issue.
5. Will Indigenous Australians eventually 'close the gap' and enjoy the same health status as all other Australians?
Be sure to provide evidence for the arguments that you present. In your response, please utilise feedback from the previous assessment. As before, you will need to research widely and reference accurately. You should include at least 4-6 sources in your reference list, but more is always better. Students are required to use the Harvard Style of referencing.
Remember that this is an academic essay and so should be properly presented with a cover page, an introduction, the body of the essay (or the main discussion), a conclusion, and a reference list. Use 1.5 or double line spacing and a clear font such as Times New Roman 12 or Arial 11.

Assessment Due Date
Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Return Date to Students
Exam Week Friday (25 Oct 2019)

Weighting
40%

Assessment Criteria
Academic content

- Demonstrates an understanding of topics and unit material relevant to the assessment
- Evidence of research
- Originality
- Relevance to the topic

Writing skills

- Uses the academic essay structure to logically organise and present ideas and arguments
- Clarity of expression, correct grammar and spelling

Referencing skills

- Uses the Harvard style of referencing
- Appropriate and correct in-text referencing
- Includes a reference list, correctly formatted

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Explain differences between various health care services available to Indigenous Australians.
- Identify Indigenous models of health care and promotion in Australia.

Graduate Attributes

- Self Management
- Communication
- Information Literacy
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

3 Online Quiz(zes)

Assessment Type
Online Quiz(zes)

Task Description
The task associated with this assessment item is to complete the online quizzes during the term on the unit's Moodle website. These quizzes will be available in Weeks 3, 6, 9 and 12, and each quiz will test the student's knowledge of unit material for the previous three weeks.
Each quiz will consist of ten (10) questions that are randomly selected from a question bank. Each quiz will be worth 5% of the total grade for the unit and the complete assessment of four quizzes will be worth 20% of the total grade.
Although feedback will be given to students after each quiz, the final grade will not be shown until the end of term

Points to note:

- Students will be allowed two attempts at each quiz.
- There will be no time limit on quizzes.
- The attempt with the highest grade will be accepted for assessment.
- Students are encouraged to refer to the unit materials in order to obtain as many correct answers as possible.
- If students have technical problems with the quiz, they should contact the unit coordinator or TASAC as soon as possible.

Number of Quizzes
4

Frequency of Quizzes
Other

Assessment Due Date
Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST

Return Date to Students
Review/Exam Week Friday (18 Oct 2019)

Weighting
20%

Assessment Criteria

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Evaluate the health status of Indigenous Australians prior to European colonisation.
- Analyse the historical and contemporary impacts of government policies upon the health of Indigenous Australians.
- Explain differences between various health care services available to Indigenous Australians.
- Identify Indigenous models of health care and promotion in Australia.

Graduate Attributes

- Self Management
- Communication
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence

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