

INDG40016 *Indigenous Australians and Health*

Term 1 - 2026

Profile information current as at 08/06/2026 03:58 pm

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 will offer you a broad overview of Indigenous Australians' health. It begins by examining Indigenous Australians' conception of 'health' and the health status of Aboriginal and Torres Strait Islander peoples prior to colonisation. This is contrasted with health outcomes for First Nations Australians following European colonisation, and the ongoing impacts of government policies of protectionism, segregation and assimilation on the mental and physical health of Aboriginal and Torres Strait Islander peoples. The unit then overviews Indigenous Australians' health in the current context, including the underlying explanations for persistent health disparities, such as social and cultural determinants of health. Health issues that arise across the life course are examined, and the need for cultural sensitivity and health promotion for First Nations people through Aboriginal community-controlled health services and First Nations Health professionals is explored. The future of health for First Nations Australians is considered through examination of medical research practices.

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 1 - 2026

- 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 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: 20%

2. Oral Examination

Weighting: 10%

3. Written Assessment

Weighting: 30%

4. Oral Examination

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 Teaching Team

Feedback

Positive feedback from regular contact with students.

Recommendation

Continue weekly telephone contact with students and regular communication via email.

Feedback from Students

Feedback

Email reminders to students one week prior to assessment due dates has resulted in positive feedback.

Recommendation

Maintain the practice of reminding students about assessment due dates one week before each assessment is due.

Unit Learning Outcomes

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

1. Describe the health status of Indigenous Australians prior to European colonisation
2. Analyse the historical and contemporary impacts of government policies on the physical and mental health of Indigenous Australians
3. Explain how the history of colonisation has affected the factors (social and cultural determinants) that determine health across the life course for Indigenous Australians
4. Evaluate current models of health care and medical research approaches for Indigenous Australians
5. Synthesise the historical and current factors affecting the health of Indigenous Australians to consider alternative perspectives and demonstrate empathy.

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	5
1 - Written Assessment - 20%	●	●			
2 - Oral Examination - 10%	●	●			
3 - Written Assessment - 30%			●	●	
4 - Oral Examination - 40%		●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Self Management	—	—			—
2 - Communication	—	—	—	—	—
3 - Information Literacy	—	—	—	—	—
4 - Information Technology Competence					
5 - Problem Solving					—
6 - Critical Thinking	—	—	—	—	—
7 - Cross-Cultural Competence	—	—	—	—	—
8 - Ethical Practice	—	—	—	—	—
9 - Aboriginal and Torres Strait Islander Cultures	—	—	—	—	—
10 - First Nations Knowledges					

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

Laurence Armstrong Unit Coordinator
l.armstrong@cqu.edu.au

Schedule

Week 1 - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Introduction		

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Health Before Colonisation		

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Health Impacted by Colonisation		

Week 4 - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Ongoing Health Impacts of Colonisation		Portfolio A - Paragraph Responses Due: Week 4 Thursday (2 Apr 2026) 11:55 pm AEST

Week 5 - 06 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Social Determinants of Health		

Week 6 - 13 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Determinants of Health		Interactive Oral Assessment 1 Due: Week 6 Friday (17 Apr 2026) 5:00 pm AEST

Mid Term Break - 20 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your break		

Week 7 - 27 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic

Health of First Nations Children and Adolescents

Week 8 - 04 May 2026

Module/Topic Chapter Events and Submissions/Topic

Health of First Nations Adults and Older People

Week 9 - 11 May 2026

Module/Topic Chapter Events and Submissions/Topic

Culturally Safe Healthcare

Week 10 - 18 May 2026

Module/Topic Chapter Events and Submissions/Topic

First Nations Health Professionals

Week 11 - 25 May 2026

Module/Topic Chapter Events and Submissions/Topic

Future Directions: Medical Research and First Nations Australians

Portfolio B: Paragraph Responses Due: Week 11 Friday (29 May 2026) 11:55 pm AEST

Week 12 - 01 Jun 2026

Module/Topic Chapter Events and Submissions/Topic

Unit Review

Interactive Oral Assessment 2 Due: Week 12 Friday (5 June 2026) 5:00 pm AEST

Exam Week - 08 Jun 2026

Module/Topic Chapter Events and Submissions/Topic

Vacation/Exam Week - 15 Jun 2026

Module/Topic Chapter Events and Submissions/Topic

Term Specific Information

Unit Coordinator: Laurie Armstrong
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Mobile: 0418 791 373

Assessment Tasks

1 Portfolio A - Paragraph Responses

Assessment Type
Written Assessment

Task Description

Write two 200–300-word paragraph responses. One paragraph should respond to the Week 2 content, and the other to the Week 3 content. Each week includes a prompt question related to the Moodle content and readings for that week. The questions are listed at the end of each week's Moodle book.

Use of sources

Each week's e-reading list contains three sources. These readings provide valuable insights to help you construct your responses. You must cite at least one source from the e-reading list in each paragraph. Choose the source(s) most relevant to your response. You may cite more than one if appropriate.

You may also incorporate content from the weekly Moodle books. When using information from any source (including Moodle content), you are required to:

- paraphrase all information used
- include in-text citations for all paraphrased material
- provide a Harvard-style reference list at the end of your assignment, including full bibliographic details for all cited sources.

Use the CQUniversity Harvard Referencing Guide, available on the Moodle Assessment 1 page, to ensure correct formatting.

Structure and style

Each weekly response must be 200–300 words. You may write:

- one cohesive paragraph per week, or
- two shorter paragraphs if you are addressing two distinct topics within the week's content.

You may write from a personal perspective and justify your views using the provided sources. It is acceptable to use personal pronouns such as I, me, and you.

Use of Artificial Intelligence (AI)

Level 2. AI Planning - You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

(Source: Perkins, M., Roe, J. and Furze, L. 2024, "The AI Assessment Scale Revisited: A framework for educational assessment")

Further information about this requirement will be provided by the teaching staff in the unit.

Assessment Due Date

Week 4 Thursday (2 Apr 2026) 11:55 pm AEST

Return Date to Students

Week 6 Thursday (16 Apr 2026)

This assessment is returned two weeks after the due date or two weeks after the submission date, whichever is later.

Weighting

20%

Assessment Criteria

- Ability to describe traditional Australian Indigenous health beliefs and practices using correct and respectful terminology.
- Ability to identify relevant historical events that impact on health and wellbeing before and after colonisation.
- Ability to apply knowledge of concepts and historical events pre- and post-colonisation to justify beliefs and positions on health care for First Nations peoples.
- Use of standard academic language conventions and assessment formatting.
- Ability to reference sources of information through in-text citations and a matching reference list (using CQUniversity Harvard style).

Referencing Style

- Harvard (author-date)

Submission

Online

Learning Outcomes Assessed

- Describe the health status of Indigenous Australians prior to European colonisation
- Analyse the historical and contemporary impacts of government policies on the physical and mental health of Indigenous Australians

2 Interactive Oral Assessment 1

Assessment Type

Oral Examination

Task Description

An Interactive Oral Assessment (IOA) is a scenario-based, one-on-one conversation between a student and their assessor. Unlike traditional oral exams that follow a question-and-answer format, IOAs are designed to be authentic conversations that allow you to demonstrate your understanding of unit content in a real-world context.

Assessment 2: IOA involves a 10-minute conversation with your IOA facilitator (either your Unit Coordinator or support tutor). During this conversation, you will draw on your knowledge of Weeks 1–4 content. This assessment is worth 10% of your final grade and is intended to be a low-stakes opportunity to practise your oral communication skills and become familiar with the IOA format. Your final IOA, worth 40%, will follow the same structure and booking process later in the term.

Scenario

Responding to Prejudice in Healthcare

You are a nursing student working in a group of five on an assessment focused on nurses' ethical responsibilities and professional relationships. One group member, Sammy, has made several uninformed comments about Indigenous Australians' health. For example, Sammy has suggested that colonisation improved health outcomes for Aboriginal people. These remarks have made you uncomfortable, and you are unsure how to respond.

Your task is to have a conversation with your lecturer about these comments. You should explain why you find the remarks problematic and seek guidance on how to approach the situation. This conversation will allow you to reflect on the ethical and professional responsibilities of nurses and discuss sensitive content from Weeks 1-4.

To prepare for your IOA:

- read the scenario and related information carefully
- book your IOA time via the Interact link on the Assessment 2 Moodle page
- engage with supporting resources on the Moodle page
- seek clarification from your Unit Coordinator if needed
- practise using Zoom to ensure your microphone and camera are working
- upload the completed Cover Sheet via the Assessment 2 Moodle page
- join your IOA at least 5 minutes early. You may be placed in a Zoom waiting room until your facilitator admits you.

Your facilitator will assess your understanding and application of Weeks 1-4 content. They will also reserve time at the end of the conversation to answer questions or continue discussing sensitive topics.

Use of Artificial Intelligence (AI)

Level 2. AI Planning - You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

(Source: Perkins, M., Roe, J. and Furze, L. 2024, "The AI Assessment Scale Revisited: A framework for educational assessment")

Further information about this requirement will be provided by the teaching staff in the unit.

Assessment Due Date

Week 6 Friday (17 Apr 2026) 5:00 pm AEST

Follow the instructions on Moodle to schedule your individual Interactive Oral Assessments by the due date.

Return Date to Students

Week 7 Friday (1 May 2026)

This assessment is returned two weeks after the due date or two weeks after the submission date, whichever is later.

Weighting

10%

Assessment Criteria

- Ability to describe traditional Indigenous health beliefs and identify relevant historical events that have impacted Indigenous Australians' health.
- Ability to apply knowledge and justify beliefs to address challenges or scenarios.
- Ability to demonstrate clear and confident communication skills, and manage technical responsibilities and attendance for the IOA.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the health status of Indigenous Australians prior to European colonisation
- Analyse the historical and contemporary impacts of government policies on the physical and mental health of Indigenous Australians

3 Portfolio B: Paragraph Responses

Assessment Type

Written Assessment

Task Description

Write three responses, each between 400-500 words. Each response should address a specific prompt based on the Moodle content and readings from the following week pairs:

- Response 1: Weeks 5 & 6

- Response 2: Weeks 7 & 8
- Response 3: Weeks 9 & 10

The prompt questions for Weeks 6, 8, and 10 relate to the content from that week and the preceding week. You can find these questions on the Assessment 3 Instructions page and at the end of each week's Moodle book.

Use of Sources

You must cite at least one source from the e-reading list in each response. The e-reading list includes sources for Weeks 5-10 that will help you develop informed and relevant responses to the prompts.

You may also use content from the weekly Moodle books. When using any source (including Moodle content), you are required to:

- paraphrase all information used
- include in-text citations for all paraphrased material
- provide a Harvard-style reference list at the end of your assignment, with full bibliographic details for all cited sources.

Use the CQUniversity Harvard Referencing Guide, available on the Moodle Assessment 3 page, to ensure correct formatting. If you have any questions about referencing, please contact your Unit Coordinator.

Structure and Style

Each response should be 400-500 words in total. You may choose to:

- write one cohesive paragraph, or
- divide your response into two shorter paragraphs of approximately 200-250 words each, especially if you are addressing two distinct ideas or themes.

You may write from a personal perspective and justify your views using the provided sources. It is acceptable to use personal pronouns such as I, me, and you.

Use of Artificial Intelligence (AI)

Level 2. AI Planning - You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

(Source: Perkins, M., Roe, J. and Furze, L. 2024, "The AI Assessment Scale Revisited: A framework for educational assessment")

Further information about this requirement will be provided by the teaching staff in the unit.

Assessment Due Date

Week 11 Friday (29 May 2026) 11:55 pm AEST

Return Date to Students

Exam Week Friday (12 June 2026)

This assessment is returned two weeks after the due date or two weeks after the submission date, whichever is later.

Weighting

30%

Assessment Criteria

- Ability to explain how health of First Nations people has been impacted positively and negatively by non-medical factors (determinants of health).
- Ability to identify strengths and weaknesses in current models of health care for First Nations peoples.
- Ability to apply knowledge of concepts and historical events pre- and post-colonisation to justify beliefs and positions on health care for First Nations peoples.
- Use of standard academic language conventions and assessment formatting.
- Ability to reference sources of information through in-text citations and a matching reference list (using CQUniversity Harvard style).

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain how the history of colonisation has affected the factors (social and cultural determinants) that determine health across the life course for Indigenous Australians
- Evaluate current models of health care and medical research approaches for Indigenous Australians

4 Interactive Oral Assessment 2

Assessment Type

Oral Examination

Task Description

Your final assessment for the term is an Interactive Oral Assessment (IOA), which will involve a 15-minute scenario-based conversation with your IOA facilitator (your Unit Coordinator or support tutor). This assessment will be conducted via Zoom. The scenario simulates a job interview for an entry-level Health and Wellbeing Worker position at an Aboriginal Community Controlled Health Organisation (ACCHO). You will take on the role of a candidate applying for the position. This assessment will evaluate your ability to synthesise and apply content from the INDG40016 unit, while also helping you develop professional communication skills relevant to job interviews.

Scenario

Job Interview at an ACCHO

You have applied for a position as a Health and Wellbeing Worker at an ACCHO. The IOA will serve as your interview for this role.

About the Role

The successful candidate will:

- support health professionals in delivering high-quality care to Aboriginal and Torres Strait Islander people
- contribute to holistic models of health, including continuity of care across the lifespan
- collaborate with clients and the health team to prioritise health needs and promote positive health choices through screening, assessments, and chronic disease management.

Selection Criteria

You will be assessed on your ability to:

- demonstrate understanding of issues affecting Aboriginal and Torres Strait Islander people and their health
- show a personal history of curiosity and respect towards Aboriginal and Torres Strait Islander people
- communicate sensitively and effectively to provide culturally safe health care.

To prepare for your IOA:

- read the scenario and related materials on the unit Moodle site
- book your IOA appointment for Week 12 or Exam Week by the end of Week 11 using the link provided on the Assessment 4 Moodle page
- engage with supporting resources available on the Moodle page for Assessment 4
- seek clarification from your Unit Coordinator if you have any questions
- practise using Zoom to ensure your microphone and camera are working properly
- join your IOA at least 5 minutes early. You may be placed in a Zoom waiting room until your facilitator admits you.

Use of Artificial Intelligence (AI)

Level 2. AI Planning - You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

(Source: Perkins, M., Roe, J. and Furze, L. 2024, "The AI Assessment Scale Revisited: A framework for educational assessment")

Further information about this requirement will be provided by the teaching staff in the unit.

Assessment Due Date

Week 12 Friday (5 June 2026) 5:00 pm AEST

Follow the instructions on Moodle to schedule your individual Interactive Oral Assessments by the due date.

Return Date to Students

Exam Week Friday (12 June 2026)

Feedback will be provided no later than 2 weeks after the IOA.

Weighting

40%

Assessment Criteria

- Ability to describe traditional Indigenous health beliefs and identify relevant historical events that have impacted Indigenous Australians' health.
- Ability to describe risks and opportunities for Indigenous. Australians' health across the lifespan and identify models of culturally safe health care.
- Ability to apply knowledge and justify beliefs to address challenges or scenarios. Ability to shift perspective to demonstrate empathy.
- Ability to demonstrate clear and confident communication skills, and manage technical responsibilities and attendance for the IOA.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse the historical and contemporary impacts of government policies on the physical and mental health of Indigenous Australians
- Explain how the history of colonisation has affected the factors (social and cultural determinants) that determine health across the life course for Indigenous Australians
- Evaluate current models of health care and medical research approaches for Indigenous Australians
- Synthesise the historical and current factors affecting the health of Indigenous Australians to consider alternative perspectives and demonstrate empathy.

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