



# **NURS11171 Health, History and Culture of Aboriginal and Torres Strait Islander Peoples**

## **Term 2 - 2021**

Profile information current as at 07/05/2024 05:06 am

All details in this unit profile for NURS11171 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.

### **Corrections**

#### **Unit Profile Correction added on 05-08-21**

To achieve a passing grade for the unit you are required to:

- Attempt Assessment 1 (Online Quiz).
- Pass Assessment 2 (Case Study). If you do not pass this assessment item, you will have an opportunity to reattempt. If you are required to reattempt you can only achieve a maximum of 50% of the available marks for this assessment.

#### **Unit Profile Correction added on 07-09-21**

Due to the risk of collusion, grades to the QUIZ will be released on Friday 10 September at 5.01pm.

#### **Unit Profile Correction added on 28-06-21**

Please note: study groups are not compulsory. While we encourage you to study with your peers, we understand that this may not suit your learning style or fit with your schedule.

## General Information

### Overview

In this unit, you will have the opportunity to identify historical and current inequalities in the health status of Aboriginal and Torres Strait Islander individuals, families, and groups. You will learn about culturally safe care to gain a better understanding of how to partner and collaborate to meet health needs and improve health outcomes. Particular interest will be given to the inequities that continue in Aboriginal and Torres Strait Islander health status compared to their non-Aboriginal and Torres Strait Islander counterparts. You will develop the knowledge and skills needed to work with people from Aboriginal and Torres Strait Islander cultures. In this unit, you will suggest ways of collaborating with Aboriginal and Torres Strait Islander individuals, groups or communities to facilitate equal access to equitable and appropriate health service provision to meet their needs.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

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 - 2021

- Online
- Rockhampton

### 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 Undergraduate 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. **Online Quiz(zes)**

Weighting: 50%

#### 2. **Case Study**

Weighting: 50%

### 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](#).

## Unit Learning Outcomes

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

1. Describe how colonisation has impacted on the contemporary health situation of Aboriginal and Torres Strait Islander Peoples
2. Define and discuss different forms of racism, the concept of white privilege and one's own positioning in terms of white privilege and social determinants of health
3. Compare current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander Peoples with non-indigenous people in Australia
4. Outline the contemporary role of Aboriginal and Torres Strait Islander health professionals, organisation and communities in delivering culturally safe health care to Aboriginal and Torres Strait Islander Peoples
5. Identify professional practice factors that facilitate health care quality for Aboriginal and Torres Strait Islander Peoples using the principles of Primary Health Care.

### Content in this unit incorporates a number of professional nursing requirements

#### **Australian Health Practitioner Regulation Agency and National Boards Aboriginal and Torres Strait Islander Health Strategy**

#### **Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice**

Thinks critically and analyses nursing practice

Maintains the capability for practice

Evaluates outcomes to inform nursing practice

#### **Nursing and Midwifery Board of Australia Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

#### **National Safety and Quality Health Service Standards**

Partnering with consumers

Comprehensive care

Communicating for safety

#### **Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Evidence-based practice

Preventing, minimising and responding to adverse events

#### **Aged Care Quality Standards**

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Services and supports for daily living

Organisation's service environment

Feedback and complaints

Human resources

Organisation governance

Intraprofessional and Interprofessional prep

Working with other health professionals including Aboriginal and Torres Strait Islander Health Workers












## 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 - Case Study - 50%	•	•	•	•	•
2 - Online Quiz(zes) - 50%		•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication					
2 - Problem Solving					
3 - Critical Thinking					
4 - Information Literacy					
5 - Team Work					
6 - Information Technology Competence					
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - 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	10
1 - Case Study - 50%										
2 - Online Quiz(zes) - 50%										

## Textbooks and Resources

### Textbooks

NURS11171

#### Prescribed

##### Yatdjuligin

Edition: Second (2018)

Authors: Odette Best and Bronwyn Fredericks

Cambridge University Press

Singapore, Singapore

ISBN: 978-1-316-64217-7 paperback

Binding: Paperback

#### Additional Textbook Information

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Camera and microphone for attending Zoom tutorials

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Katrina Lane-Krebs** Unit Coordinator

[k.lane-krebs@cqu.edu.au](mailto:k.lane-krebs@cqu.edu.au)

**Charmaine Wicking** Unit Coordinator

[c.wicking@cqu.edu.au](mailto:c.wicking@cqu.edu.au)

**Lydia Mainey** Unit Coordinator

[l.maine@cqu.edu.au](mailto:l.maine@cqu.edu.au)

**Davina Taylor** Unit Coordinator

[d.taylor@cqu.edu.au](mailto:d.taylor@cqu.edu.au)

**Alanna Ivory** Unit Coordinator

[a.ivory@cqu.edu.au](mailto:a.ivory@cqu.edu.au)

**Lisa Wirihana** Unit Coordinator

[l.wirihana@cqu.edu.au](mailto:l.wirihana@cqu.edu.au)

**Justine Connor** Unit Coordinator

[j.connor@cqu.edu.au](mailto:j.connor@cqu.edu.au)

## Schedule

### Orientation - 28 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

<b>Getting started</b>	<p>The "Getting Started" e-Book (found in the Unit Introduction tile) covers the following information:</p> <ul style="list-style-type: none"> <li>• Keeping on track</li> <li>• Who should I ask</li> <li>• Frequently asked questions</li> <li>• Your well-being</li> </ul>	<p>You will be studying in learning groups this term.</p> <p>Please log into the NURS11171 Moodle site and navigate to the Learning Community tile.</p> <p>Sign up for a learning group on the link provided.</p>
------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Walking in someone else's shoes</b>	e-Book1	<p><b>Everyday Racism</b></p> <p>To begin this week please download the Everyday Racism app ( free from the <a href="#">Apple Store</a> or <a href="#">Google Play</a>). This is a 7-day immersive activity and will link with the content presented to you later this week.</p> <ol style="list-style-type: none"> <li>1. Choose the avatar, Patrick.</li> <li>2. Begin playing the game immediately, but do not skip ahead with the curriculum.</li> <li>3. Catch up with your study team to discuss your experiences and keep each other on track.</li> </ol> <p><b>**If you do not have a device or the data limit to use the Everyday Racism app, that's ok. However, it is your responsibility to join a study group and ask your classmates to share the app content with you.</b></p> <p>By the end of the week:</p> <ul style="list-style-type: none"> <li>• complete e-Book 1 including all activities with your study group</li> <li>• attend the zoom workshop and/or watch the recording and catch up with your study group</li> <li>• you will have enough information to make a start on the case study (assessment 2)</li> </ul>

## Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Intergenerational Trauma</b>	e-Book 2	<p>By the end of the week:</p> <ul style="list-style-type: none"> <li>• complete e-Book 2 including all activities with your study group</li> <li>• attend the zoom workshop and/or watch the recording and catch up with your study group</li> </ul>

## Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>The concept of white privilege</b>	e-Book 3	<p>By the end of the week:</p> <ul style="list-style-type: none"> <li>• complete e-Book 3 including all activities with your study group</li> <li>• attend the zoom workshop and/or watch the recording and catch up with your study group</li> </ul>

## Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

<b>The Health Gap</b>		e-Book 4	<b>Temperature check:</b> How are you? Are you keeping up with your studies? Tuesday the 3rd of August is the last day to withdraw from this unit without financial or academic penalty. By the end of the week: <ul style="list-style-type: none"><li>• complete e-Book 4 including all activities with your study group</li><li>• attend the zoom workshop and/or watch the recording and catch up with your study group</li></ul>
<b>Week 5 - 09 Aug 2021</b>			
<b>Module/Topic</b>	<b>Chapter</b>		<b>Events and Submissions/Topic</b>
<b>Cultural safety and community-controlled health services</b>	e-Book 5		By the end of the week: <ul style="list-style-type: none"><li>• complete e-Book 5 including all activities with your study group</li><li>• attend the zoom workshop and/or watch the recording and catch up with your study group</li></ul>
<b>Vacation Week - 16 Aug 2021</b>			
<b>Module/Topic</b>	<b>Chapter</b>		<b>Events and Submissions/Topic</b>
Please enjoy a well-earned break.			Put time aside to rest.
<b>Week 6 - 23 Aug 2021</b>			
<b>Module/Topic</b>	<b>Chapter</b>		<b>Events and Submissions/Topic</b>
<b>Review Week</b>			This is a catch-up week. Please take the time to ensure that you are up to date with the unit content and recorded sessions.
<b>Week 7 - 30 Aug 2021</b>			
<b>Module/Topic</b>	<b>Chapter</b>		<b>Events and Submissions/Topic</b>
<b>Primary Health Care</b>	e-Book 6		By the end of the week: <ul style="list-style-type: none"><li>• complete e-Book 6 including all activities with your study group</li><li>• attend the zoom workshop and/or watch the recording and catch up with your study group</li></ul>
<b>Week 8 - 06 Sep 2021</b>			
<b>Module/Topic</b>	<b>Chapter</b>		<b>Events and Submissions/Topic</b>
<b>Respectful communication</b>	e-Book 7		By the end of the week: <ul style="list-style-type: none"><li>• complete e-Book 7 including all activities with your study group</li><li>• attend the zoom workshop and/or watch the recording and catch up with your study group</li></ul> <b>Open-Book Online Quiz</b> Due: Week 8 Friday (10 Sept 2021) 5:00 pm AEST
<b>Week 9 - 13 Sep 2021</b>			
<b>Module/Topic</b>	<b>Chapter</b>		<b>Events and Submissions/Topic</b>
<b>Clinical practice Academic Literacy Skills Workshop</b>	e-Book 8		By the end of the week: <ul style="list-style-type: none"><li>• complete e-Book 8 including all activities with your study group</li><li>• attend the zoom workshop and/or watch the recording and catch up with your study group</li></ul>
<b>Week 10 - 20 Sep 2021</b>			
<b>Module/Topic</b>	<b>Chapter</b>		<b>Events and Submissions/Topic</b>



**Effecting change**

e-Book 9

By the end of the week:

- complete e-Book 9 including all activities with your study group
- attend the zoom workshop and/or watch the recording and catch up with your study group

**Week 11 - 27 Sep 2021****Module/Topic****Chapter****Events and Submissions/Topic****Decolonisation**

e-Book 10

By the end of the week:

- complete e-Book 10 including all activities with your study group
- attend the zoom workshop and/or watch the recording and catch up with your study group

**Week 12 - 04 Oct 2021****Module/Topic****Chapter****Events and Submissions/Topic****Reflection and feedback**

There is no new content this week but there will be a zoom session. Please fill out your student evaluation survey.

**Case Study - Purple House** Due: Week 12 Friday (8 Oct 2021) 5:00 pm AEST

## Term Specific Information

The academic calendar is available at the following link:

<https://www.cqu.edu.au/student-life/new-students/academic-calendars>

## Assessment Tasks

### 1 Open-Book Online Quiz

**Assessment Type**

Online Quiz(zes)

**Task Description**

This is an open-book quiz. It is worth 50% of your overall grade for this unit and assesses content from weeks 1-6.

You have 1-hour to complete 20 questions.

All questions are extracted from the set text and the moodle content.

The quiz will be open in Week 8 for 5 days from 6th September 2021 to the 10th September 2021.

The quiz will open at 0900 hours on Monday 6th and close at 1700 hours on Friday the 10th.

You must complete the quiz in one sitting. Once you start the quiz, you must complete it in 60 minutes. The quiz will automatically close at the end of 60 minutes and will submit your result even if you have not finished. Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

[Please ensure you have time set aside with no interruptions when completing the quiz. It is not set up for reattempts.]

In the unlikely event you encounter technical difficulties (e.g. website crash, power-outage) during the quiz, please follow these steps:

1. Immediately contact TASAC on 07 4930 9090, toll-free on 1300 666 620.

2. Contact your lecturers via email to let them know what has happened. You may be asked to provide evidence of the technical difficulty. Take a screenshot or photo of the issue and email it to the unit coordinators.

The lecturer may make a reattempt available to you - please allow 24 hours for a reply from your lecturer.

**Number of Quizzes**

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 8 Friday (10 Sept 2021) 5:00 pm AEST

The quiz will be open in Week 8 for 5 days from 0900hrs on Monday the 6th September 2021 to 1700hrs on Friday the 10th September 2021.

**Return Date to Students**

The quiz will generate an immediate grade.

**Weighting**

50%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Complete the online quiz that is available in Moodle.

**Learning Outcomes Assessed**

- Define and discuss different forms of racism, the concept of white privilege and one's own positioning in terms of white privilege and social determinants of health
- Compare current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander Peoples with non-indigenous people in Australia
- Outline the contemporary role of Aboriginal and Torres Strait Islander health professionals, organisation and communities in delivering culturally safe health care to Aboriginal and Torres Strait Islander Peoples

**Graduate Attributes**

- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

## 2 Case Study - Purple House

**Assessment Type**

Case Study

**Task Description**

Type: Written assessment

Due date: 5pm (AEST) Friday 8<sup>th</sup> October 2021 (Week 12)

Weighting: The assessment will provide you with 50% of your final grade. The assessment will be marked against the assessment rubric.

Length: 1500 words (+/- 10%)

**Learning Outcomes Assessed**

- Unit Learning Outcome 1 – Describe how colonisation has impacted the contemporary health situation of Aboriginal and Torres Strait Islander Peoples.
- Unit Learning Outcome 2 – Define and discuss different forms of racism, the concept of white privilege and one's own positioning in terms of white privilege and social determinants of health.
- Unit Learning Outcome 3 – Compare current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander Peoples with non-indigenous people in Australia.
- Unit Learning Outcome 4 – Outline the contemporary role of Aboriginal and Torres Strait Islander health professionals, organisations, and communities in delivering culturally safe health care to Aboriginal and Torres Strait Islander Peoples.
- Unit Learning Outcome 5 – Identify professional practice factors that facilitate health care quality for Aboriginal and Torres Strait Islander Peoples.

## Aim

This activity will consolidate the learning you have done regarding (i) the impact of colonisation on health outcomes of Aboriginal and Torres Strait Islander people and (ii) cultural safety strategies to reduce health disparities.

## The task

You are writing a 1500 word essay using the following case study to guide your arguments:

The Purple House is a community controlled and funded healthcare enterprise in Central Australia. *How is the Purple House decolonising health care and potentially improving health outcomes for people in Central Australia?*

Direction: You are writing about your understanding of how colonisation has impacted Aboriginal and Torres Strait Islander Peoples and how partnerships with Aboriginal and Torres Strait Islander health professionals, organisations and communities are delivering culturally safe health care.

You should follow the below structure (please feel free to use headings):

- Introduction (100 words)
- Describe the impact of colonisation on people from Central Australia (500 words)

In this section, consider the following:

- Social determinants of health
  - Health demographics
  - The Health Gap
- 
- Outline the importance of cultural safety in regards to the Purple House (500 words)

In this section, consider the following:

- Systemic Racism
  - Decolonisation
  - Health outcomes
  - Community empowerment
- 
- Self-reflection (350 words)
    - In undertaking this unit, what have you learnt about different forms of racism and your positioning in terms of white privilege?
    - How do you plan to implement what you have learnt to reduce the negative impact of colonisation on health care delivery?
  - Conclusion (50 words)

Please follow the steps below to complete your assessment task:

1. Become familiar with the work of the Purple House (<https://www.purplehouse.org.au/>)
2. Navigate to the CQUniversity (library <https://www.cqu.edu.au/student-life/library>) and conduct a literature search on the assessment topics.
3. Select at least 5 contemporary references (from the library or your unit materials) that you will use to support your writing – make sure you use paraphrasing when you take notes from these references.
4. Use the structure above to complete your assessment; write the introduction and conclusion last.
5. Check your spelling and grammar in Grammarly (<https://app.grammarly.com/>) or similar software.

## Literature and references

In this assessment, use at least 5 contemporary references (<5 years) to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: the Australian College of Nursing or the Australian Association of Social Workers.

## Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

- Include page numbers on each page in a footer.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

## Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide: Social Work and Community Services Guide](#).
- For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

## Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

## Assessment Due Date

Week 12 Friday (8 Oct 2021) 5:00 pm AEST

Please factor in time to learn how to upload to Moodle.

## Return Date to Students

Assessments will be returned 3 weeks after submission - i.e. 29 October 2021

## Weighting

50%

## Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>Structure 30%</b>				
<i>Efficacy and organisation 5%</i>				
An engaging and well-planned assessment. The assessment material is logical, clear, concise, and persuasive.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise or persuasive.	Appropriately planned assessment. It mainly proceeds logically.	Adequately planned assessment. At times it is repetitive or lacks cohesion.	The assessment does not follow a logical sequence.
<b>Presentation 10%</b>				
Written material is very well-presented and free from errors. The assessment is within the set word count.	There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure), which do not greatly affect the assessment's meaning and flow. The assessment is within the set word count.	There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure), which do not greatly affect the assessment's meaning and flow. The assessment is within the set word count.	There are 4 or 5 inconsistent errors (spelling, grammar, and paragraph structure) OR the errors impede the meaning and flow of the assessment. The assessment is within the set word count.	Poorly presented assessment. There are many errors in spelling, grammar, and paragraph structure. (> 5 errors). The author has not adhered to the word count.
<b>Informed argument 10%</b>				

Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations. The author uses a minimum of 5 contemporary references. These may be from peer-reviewed journals, textbooks and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. The author uses a minimum of 5 contemporary references. These may be from peer-reviewed journals, textbooks, and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. The author uses a minimum of 5 contemporary references. These may be from peer-reviewed journals, textbooks, and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. The author uses a minimum of 5 contemporary references. These may be from peer-reviewed journals, textbooks, and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information and quotations. The author uses less than 5 contemporary references.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### APA referencing 5%

Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent punctuation/formatting errors (could be made multiple times).	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (could be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (could be made multiple times) OR 3-4 content errors.	APA referencing is not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.
--------------------------------------	---------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------

#### Approach and Argument 70%

##### Impact of colonisation 25%

Detailed, analytical and correct understanding of the impacts of colonisation on social determinants of health, health demographics and the health gap for Aboriginal and Torres Strait Islander people. The author makes novel (innovative/unique) links between their understanding and the case study.	Thorough, analytical and correct understanding of the impacts of colonisation on social determinants of health, health demographics and the health gap for Aboriginal and Torres Strait Islander people. The author's analysis is correct, and they link this back to the case study.	The author has attempted to explore the impacts of colonisation on social determinants of health, health demographics and the health gap for Aboriginal and Torres Strait Islander people. The author's understanding is correct, and they link this back to the case study.	Outlines or lists the impacts of colonisation on social determinants of health, health demographics and the health gap for Aboriginal and Torres Strait Islander people correctly. The author links this information to the case-study.	Minimal/no or incorrect interpretation of the impacts of colonisation on social determinants of health, health demographics and the health gap for Aboriginal and Torres Strait Islander people. The author does not link their understanding back to the case study.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

##### Cultural Safety 25%

Detailed, analytical, and correct understanding of the impacts of decolonisation on health outcomes and community empowerment. The author makes novel and well-substantiated associations with the case study.	The author demonstrates a thorough, analytical, and correct understanding of decolonisation impacts on health outcomes and community empowerment. The author's analysis is correct, and they link this back to the case study.	The author has attempted to explore the impacts of decolonisation on health outcomes and community empowerment pertinent to the case study.	Outlines or lists the impacts of decolonisation on health outcomes and community empowerment pertinent to the case study.	Minimal/no demonstration or incorrect interpretation of the impacts of decolonisation on health outcomes and community empowerment. The author does not link their understanding back to the case study.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

##### Self-Reflection 20%

The author's reflection is honest, insightful, and culturally safe. They construct an evidence-based personal-development plan, linked to their reflection, to reduce colonisation's negative impact.	The author's reflection is honest, insightful, and culturally safe. They construct an evidence-based personal-development plan to reduce colonisation's negative impact.	The author's reflection is honest and culturally safe. They construct an evidence-based personal-development plan to reduce colonisation's negative impact.	The author's reflection is honest. They construct an evidence-based personal-development plan to reduce colonisation's negative impact.	Minimal/no reflection is apparent. The personal-development plan is not evidence-based or is absent.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Please submit through Turnitin/Grademmark in the Moodle site.

## Learning Outcomes Assessed

- Describe how colonisation has impacted on the contemporary health situation of Aboriginal and Torres Strait Islander Peoples
- Define and discuss different forms of racism, the concept of white privilege and one's own positioning in terms of white privilege and social determinants of health
- Compare current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander Peoples with non-indigenous people in Australia
- Outline the contemporary role of Aboriginal and Torres Strait Islander health professionals, organisation and communities in delivering culturally safe health care to Aboriginal and Torres Strait Islander Peoples
- Identify professional practice factors that facilitate health care quality for Aboriginal and Torres Strait Islander Peoples using the principles of Primary Health Care.

## Graduate Attributes

- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Social Innovation

## 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