NURS11171 *Health, History and Culture of Aboriginal and Torres Strait Islander Peoples*
Term 3 - 2021

Profile information current as at 23/04/2024 10:40 pm

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. Focus 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 propose ways of collaborating with Aboriginal and Torres Strait Islander individuals, groups or communities to facilitate equal access to equitable and appropriate health services.

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 3 - 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: 40%
2. **Case Study**
Weighting: 60%

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.

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 SUTE data Personal ommunication with students

Feedback

Students reported difficulty in navigating the workbook activities in H5P format. The activities needed to be worked through sequentially and reviewing certain information quickly was difficult. The responses could not be saved within the template provided.

Recommendation

The workbook's previous format will be revised and reconfigured reducing the multiple activities. The workbook format will enable the document to be downloaded to a computer and responses entered directly and saved. This format will enable easy of revision of the responses for the student.

Feedback from SUTE data and personal feedback

Feedback

Students reported the short answer questions were unclear and often repetitive for the assessment. Students also requested a variety of assessment styles.

Recommendation

Assessments have been reviewed and written assessments in form of quizzes and an essay will be provided. Quiz bank questions have been significantly revised and peer reviewed.

Feedback from SUTE data Student email

Feedback

Students indicated that the content was confronting and presented an alternate bias.

Recommendation

A restructuring of the content is required, and comparison of different perspectives is needed. Support services should be widely publicised to students who may find the material confronting. A less confrontational approach will be undertaken with opportunities for personal reflection. Concepts will be introduced using a more sensitive approach and improvement through scaffolded learning will also be incorporated.

Feedback from SUTE data

Feedback

Students reported that the 2 hour zoom sessions were not productive.

Recommendation

Workshops are required to meet the needs of international students and to provide the opportunity for discussion of content. Reconfiguring the delivery of live sessions and increasing opportunities for discussion of material is required. A shorter live session that is recorded is recommended with specified on campus workshops available for international students, with an open invitation to other students to attend. Online discussion options are also to be provided as well as improving discussions and responses within the forums.

Feedback from SUTE data Student communications

Feedback

The student satisfaction score for "useful feedback" was 48% and students reported limited initial feedback in assessments or guidance on activities to prepare them for the assessments.

Recommendation

This score appears linked to the activities in the modules and the format which did not facilitate written feedback. Greater opportunities to discuss module content will be provided. This could be attended to through the forums and online drop in sessions where students can seek clarification as required.

Unit Learning Outcomes

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

1. Describe the impact that colonisation has had on the health of Aboriginal and Torres Strait Islander peoples
2. Examine current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander peoples
3. Define and reflect on different forms of white privilege and racism in healthcare
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
5. Identify professional practice factors that facilitate quality health care for Aboriginal and Torres Strait Islander peoples

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 - Online Quiz(zes) - 40%	●	●	●	●	●
2 - Case Study - 60%	●	●	●	●	●

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					

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

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Teams
- Students must have necessary equipment/accessories to attend online lectures via Zoom or Microsoft Teams

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

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Schedule

Week 1 - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic

	Refer to the instructions in Module. All content can be found in the e-reading list.	
Walking in someone else's shoes		

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Intergenerational trauma	Refer to the instructions in Module. All content can be found in the e-reading list.	

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The concept of White privilege	Refer to the instructions in Module. All content can be found in the e-reading list.	Quiz 1 opens: Monday 22 November, 0900hrs and closes Friday 26 November, 1700hrs (AEST)

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The health gap	Refer to the instructions in Module. All content can be found in the e-reading list.	

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Cultural safety and community-controlled health services	Refer to the instructions in Module. All content can be found in the e-reading list.	

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Review week	Refer to the instructions in Module. All content can be found in the e-reading list.	

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Primary health care	Refer to the instructions in Module. All content can be found in the e-reading list.	Quiz 2 opens Monday 3 January 2022, 0900hrs (AEST) and closes Friday 7 January 2022,

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Respectful communication	Refer to the instructions in Module. All content can be found in the e-reading list.	

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Clinical practice and academic writing	Refer to the instructions in Module. All content can be found in the e-reading list.	

Module/Topic	**Chapter**	**Events and Submissions/Topic**

	Refer to the instructions in Module. All	
Effecting change	content can be found in the e-reading list.	

Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Decolonisation	Refer to the instructions in Module. All content can be found in the e-reading list.	

Week 12 - 07 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
Reflection and feedback	Refer to the instructions in Module. All content can be found in the e-reading list.	**Case Study** Due: Week 12 Friday (11 Feb 2022) 5:00 pm AEST

Exam Week - 14 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

If you do not pass an assessment item, you may have an opportunity to re-attempt. If you are required to re-attempt you can only achieve a maximum of 50% of the available marks for this assessment.

Assessment Tasks

1 Online quizzes

Assessment Type
Online Quiz(zes)

Task Description

Unit Coordinators: Charmaine Wicking, Carmen Barnard

Quiz 1
Quiz 1 will test your knowledge of the content in weeks one and two.
Opens: Monday 22 November, 0900hrs (AEST) (Week 3)
Closes: Friday 26 November, 1700hrs (AEST) (Week 3)
Completion time: 30 minutes
Weighting: 10%

Quiz 2
Quiz 2 will test your knowledge of the content in weeks one to six.
Opens: Monday 3 January 2022, 0900hrs (AEST) (Week 7)
Closes: Friday 7 January 2022, 1700hrs (AEST) (Week 7)
Completion time: 1 hour
Weighting: 30%
Aim
These quizzes will give you the opportunity to demonstrate your knowledge and understanding of historical and current inequalities in the health status of Aboriginal and Torres Strait Islander individuals, families, and groups. They will also test your knowledge and understanding of culturally safe care and equitable health services.
Instructions
You are to complete the quizzes in the allotted time. Please note the following:

- All questions are extracted from the set text and the Moodle content/readings.
- You must complete the quizzes in one sitting within the time limit.
- The quizzes will automatically close at the end of the time limit and will submit your result even if you have not

finished.

- You can have a maximum of 1 attempt for each quiz.
- Once you have started a quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.
- If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements

- Computer access with a reliable internet connection.
- Relevant learning materials available to access during the quiz.

Submission
You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
Results for the quiz will be available immediately after the attempt is complete.

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date

Quiz 1 opens: Monday 22 November, 0900hrs (AEST) (Week 3) and closes Friday 26 November, 1700hrs (AEST) (Week 3).
Quiz 2 opens Monday 3 January 2022, 0900hrs (AEST) (Week 7) and closes Friday 7 January 2022, 1700hrs (AEST) (Week 7)

Return Date to Students

Results for each quiz will be available immediately after the attempt is complete.

Weighting
40%

Assessment Criteria
No Assessment Criteria

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Describe the impact that colonisation has had on the health of Aboriginal and Torres Strait Islander peoples
- Examine current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander peoples
- Define and reflect on different forms of white privilege and racism in healthcare
- 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
- Identify professional practice factors that facilitate quality health care for Aboriginal and Torres Strait Islander peoples

2 Case Study

Assessment Type
Case Study

Task Description
Weighting: The assessment will provide you with 60% of your final grade. The assessment will be marked against the assessment rubric.
Length: 1500 words (+/- 10%)
Unit Coordinators: Charmaine Wicking, Carmen Barnard.
Aim
This activity will consolidate your learning 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 short answer submission and reflection around the following case study:

The focus of this case study is a group; Aboriginal and Torres Strait Islander men.

Aboriginal and Torres Strait Islander men have the highest rates of illness and death in Australia as well as the lowest rates of health service use (Prehn & Ezzy, 2020). Many Aboriginal and Torres Strait Islander men report feelings of discomfort and fear when accessing healthcare, long waiting times, and culturally inappropriate care.

Direction: In the following short answers you are writing about your understanding of how colonisation has impacted on the health and wellbeing of Aboriginal and Torres Strait Islander men and how partnerships with Aboriginal and Torres Strait Islander health professionals, organisations and communities can deliver culturally safe health care

Part 1

1. Describe how colonisation impacted on the cultural determinants of health for Aboriginal and Torres Strait Islander men (150 words).

2. Describe how colonisation impacted on the social determinants of health for Aboriginal and Torres Strait Islander men's (150 words).

3. Describe how the above affected the health and wellbeing of Aboriginal and Torres Strait Islander men (150 words).

4. Describe the Health Gap between Indigenous and non-Indigenous Australian men and explain the reasons why the Health Gap exists. (150 words).

Aboriginal Community Controlled Health Organisations (ACCHOs) are well placed to provide meaningful primary care services for Aboriginal and Torres Strait Islander men.

5. Compared to mainstream services, describe how ACCHOs might deliver more culturally safe care (250 words)?

6. Explain how ACCHOs decolonise health care (250 words)?

Part 2

7. In undertaking this unit, explain what you have learnt about different forms of racism and your positioning in terms of white privilege (200 words)?

8. Explain what you would do to reduce the negative impact of colonisation in a health care service you are familiar with? (200 words)?

Please follow the steps below to complete your assessment task:

- Navigate to the CQUniversity (library https://www.cqu.edu.au/student-life/library) and conduct a literature search on the assessment topics.
- 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
- Use the structure above to complete your assessment
- 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: for example, 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.
- Do not include an introduction and conclusion as this is not an essay.
- 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 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

- 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.

Reference

Prehn, J., & Ezzy, D. (2020). Decolonising the health and well-being of Aboriginal men in Australia. Journal of Sociology, 56(2), 151–166.

Assessment Due Date

Week 12 Friday (11 Feb 2022) 5:00 pm AEST

Return Date to Students

Assessments will be returned 3 weeks after submission

Weighting

60%

Assessment Criteria

Marking Criteria

Please refer to the following marking criteria for more detail on how grades will be assigned. Prior to submission, we recommend you attempt to 'mark yourself' against the marking criteria. This ensures that you will be focussing on the same criteria your marker will focus on.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	Total
Structure 30%					
Efficacy and organisation 5%					
An engaging and well-planned assessment. The assessment material is logical, clear, concise, and persuasive. 4.25 -5	A well-planned assessment The assessment material is logical and clear. At times it is not concise or persuasive. 3.75 -4.24	Appropriately planned assessment. It mainly proceeds logically. 3.25-4.23	Adequately planned assessment. At times it is repetitive or lacks cohesion. 2.5 – 3.24	The assessment does not follow a logical sequence. <2.5	/5
Presentation 10%					
Written material is very well-presented and free from errors. The assessment is within the set word count. 8.5=10	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. 7.5 – 8.4	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. 6.5 -7.4	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. 5-6.4	Poorly presented assessment. There are many errors in spelling, grammar, and paragraph structure. (> 5 errors). The author has not adhered to the word count. <5	/10
Informed argument 10%					

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	Total
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. 8.5=10	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. 7.5 – 8.4	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. 6.5 -7.4	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. 5-6.4	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. <5	/10

APA referencing 5%

Accurate APA referencing. No errors. 4.25 -5	Mostly accurate APA referencing. 1-2 consistent punctuation/formatting errors (could be made multiple times) 3.75 -4.24.	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (could be made multiple times) OR 1-2 content errors. 3.25-4.23	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (could be made multiple times) OR 3-4 content errors. 2.5 – 3.24	APA referencing is not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. <2.5	/5

Approach and Argument 70%

Impact of colonisation 25%

Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of impacts of colonisation on social and cultural determinants of health, health outcomes 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. 21.255 - 25	Content provides a strong and appropriate discussion that demonstrates a good understanding of the impacts of colonisation on social and cultural determinants of health, health outcomes 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. 18.75-21.24	Content provides an adequate discussion that that demonstrates a solid understanding of the impacts of colonisation on social and cultural determinants of health, health outcomes 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. 16.25 – 18.74	Content provides some relevant discussion of the impacts of colonisation on social and cultural determinants of health, health outcomes 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. 12.5 – 16.24	Content provides minimal to no evidence or incorrect interpretation of the impacts of colonisation on social and cultural determinants of health, health outcomes and the health gap for Aboriginal and Torres Strait Islander people. The author does not link their understanding back to the case study. <12.5	/25

Cultural Safety 25%

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	Total
Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of the impacts of decolonisation on cultural safety and community empowerment. The author makes novel and well-substantiated associations with the case study. 21.25 - 25	Content provides a strong and appropriate discussion that demonstrates a good understanding of the impacts of decolonisation on cultural safety and community empowerment. The author's analysis is correct, and they link this back to the case study. 18.75-21.24	The author has attempted to Content provides an adequate discussion that that demonstrates a solid understanding of the impacts of decolonisation on cultural safety and community empowerment pertinent to the case study. 16.25 – 18.74	Content provides some relevant discussion of the impacts of decolonisation on cultural safety and community empowerment. safety and community empowerment. 12.5 – 16.24	Content provides minimal to no evidence or incorrect interpretation of the impacts of decolonisation on cultural safety and community empowerment. The author does not link their understanding back to the case study. <12.5	/25

Self-Reflection 20%

Content provides a comprehensive and critical discussion that demonstrates an thorough reflection on ways to reduce the negative impact of colonisation. .17-20	Content provides a strong and appropriate discussion that demonstrates a strong reflection on ways to reduce the negative impact of colonisation. .15 – 17.9	Content provides an adequate discussion that demonstrates an adequate reflection on ways to reduce the negative impact of colonisation. .13 – 14.9	Content provides some relevant discussion that demonstrates some reflection on ways to reduce the negative impact of colonisation. ..10 –12.9	Content provides minimal to no evidence of reflection on ways to reduce the negative impact of colonisation. <10	/20

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Describe the impact that colonisation has had on the health of Aboriginal and Torres Strait Islander peoples
- Examine current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander peoples
- Define and reflect on different forms of white privilege and racism in healthcare
- 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
- Identify professional practice factors that facilitate quality health care for Aboriginal and Torres Strait Islander peoples

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