



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

## **Term 2 - 2022**

Profile information current as at 11/04/2024 05:12 am

All details in this unit profile for NURS11171 have been officially approved by CQU University 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

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 2 - 2022

- Bundaberg
- 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](#).

## 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 SUTE data Personal communication 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



### 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

**There are no required textbooks.**

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Student will need to access Zoom sessions. Equipment such as a microphone and web camera is highly recommended.

## 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 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Contextualising: Walking in someone else's shoes	All the required readings are available in the e-reading list	

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
From history to contemporary times: Understanding intergenerational trauma	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Exploring the constructs of racism and white privilege	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	<b>ASSESSMENT1: QUIZ PART A</b> is due week 4 MONDAY 1/8/2022 at 11.30pm

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Identifying health gaps: Social and cultural determinants of health

All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.

**ASSESSMENT1: QUIZ PART A**  
ENSURE YOU HAVE COMPLETED THE QUIZ Due week 4 MONDAY 1/8/2022 at 11.30pm

#### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Protective factors: Cultural safety and community-controlled health services	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	

#### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week: Take a break to refresh and replenish	Take a break.	

#### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Primary health care	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	

#### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Respectful communication	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	

#### Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Effecting change in practice	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	

#### Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Advocacy & health promotion	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	

#### Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Decolonisation	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	

#### Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Social innovation and moving forward	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	<b>ASSESSMENT ITEM 2: ESSAY</b> is due week 11 MONDAY 26/9/2022 at 11.30pm  <b>Essay</b> Due: Week 11 Monday (26 Sept 2022) 11:45 pm AEST

#### Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Reflection, debriefing and feedback

All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.

**ASSESSMENT1: QUIZ PART B** is due by MONDAY of the review week 10/10/2022

Please complete the student feedback survey

#### Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
	There is no exam scheduled for this unit.	<b>ASSESSMENT1: QUIZ PART B</b> ENSURE YOU HAVE COMPLETED THE QUIZ DUE MONDAY 10/10 /2022 at 11.30pm

#### Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
	There is no exam scheduled for this unit.	

## Term Specific Information

### Trigger Warning

Some of the content contained within this Unit may be disturbing for some students. We encourage everyone to prepare themselves emotionally, before proceeding. This means, being well-rested and approaching the content with a growth mindset.

If you believe that these activities will be re-traumatising for you, please contact your coordinator to discuss the situation.

## Assessment Tasks

### 1 Online quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

##### Assessment 1 - Quizzes

**Type:** 2 x Online quizzes (**Qui A and Quiz B**)

Each Quiz will contain **20 MCQ** (Multiple Choice Questions). Students are required to select the BEST fit response from a selection of up to four options.

##### Quiz A

This quiz will test your knowledge of the content from modules 1, 2 & 3.

**Opens:** Monday 25 JUNE 2022, at 0900hrs (AEST) (Week 3)

**Closes:** Monday 01 AUGUST 2022, at 0900hrs (AEST) (Week 4)

##### Quiz B

This quiz will test your knowledge of the content in modules 9, 10 & 11

**Opens:** Monday 03 OCTOBER 2022, at 0900hrs (AEST) (Week 12)

**Closes:** Monday 10 OCTOBER 2022, at 0900hrs (AEST) (Review week)

**Weighting:** 40% (20% per quiz)

**Completion time:** 1 hour (60 minutes)

### 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.

## Learning Outcomes Assessed

- LO1 - Describe the impact that colonisation has had on the health of Aboriginal and Torres Strait Islander peoples
- LO2 - Examine current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander peoples
- LO3 - Define and reflect on different forms of white privilege and racism in healthcare
- LO4 - 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
- LO5 - Identify professional practice factors that facilitate quality health care for Aboriginal and Torres Strait Islander peoples

## Instructions

- All questions are extracted from the recorded presentations and the Moodle content/readings.
- You may refer to the readings or information however keep in mind this is a timed assessment.
- 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. There is a time limit of 60 minutes to complete t
- 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 reliable internet connection.**

## Resources

- You may access relevant learning materials during the quiz, however, be mindful that this is a timed assessment.

## Return Date to Students

In accordance with policy, any marks and/or grades for assessments released to students prior to Certification of Grades are provisional and subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

## Marking Criteria

This assessment is automatically scored in Moodle. The number of correct responses will be indicated when the student completes each quiz.

### Number of Quizzes

2

### Frequency of Quizzes

Other

### Assessment Due Date

Quiz A This quiz will test your knowledge of the content from modules 1, 2 & 3. Opens: Monday 25 JUNE 2022, at 0900hrs (AEST) (Week 3) Closes: Monday 01 AUGUST 2022, at 0900hrs (AEST) (Week 4). Quiz B This quiz will test your knowledge of the content in modules 9, 10 & 11 Opens: Monday 03 OCTOBER 2022, at 0900hrs (AEST) (Week 12) Closes: Monday 10 OCTOBER 2022, at 0900hrs (AEST) (Review week)

### Return Date to Students

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

### Weighting

40%

### Assessment Criteria

Each Quiz will contain 20 MCQ (Multiple Choice Questions). Students are required to select the BEST fit response from a selection of up to four responses.

## Referencing Style

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

## Submission

Online

## Submission Instructions

The quiz is accessed through Moodle and must be completed in one session. The time permitted for each quiz is ONE hour.

## 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 Essay

### Assessment Type

Case Study

### Task Description

#### Assessment 2 - Essay

**Type:** A case study

**Due date:** Monday 26 September 2022 (Week 11 of Term) at 11:59 PM (AEST)

**Weighting:** 60%

**Length:** 1500 words

## Aim

This assessment is to demonstrate 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.

## Learning Outcomes Assessed

- LO1 - Describe the impact that colonisation has had on the health of Aboriginal and Torres Strait Islander peoples
- LO2 - Examine current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander peoples
- LO3 - Define and reflect on different forms of white privilege and racism in healthcare
- LO4 - 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
- LO5 - Identify professional practice factors that facilitate quality health care for Aboriginal and Torres Strait Islander peoples

## Instructions

Using the concepts and terms from NURS111171, develop a 1500-word essay relating to the impacts of colonisation, racism and White privilege on the Health, History and Culture of our First Nations peoples. You will need to select elements from the scenario provided to illustrate your discussion.

**Scenario:** The scenario is located on the unit Moodle site along with a journal article to set the context for the assignment.

The focus of this case study is the population group: Indigenous mother, her child and community members depicted in the accompanying scenario.

**Stimulus:** Aboriginal and Torres Strait Islander people have the highest rates of illness and death in Australia as well as the lowest rates of health service utilisation. Many Aboriginal and Torres Strait Islander people report feelings of discomfort and fear when accessing healthcare, experience long waiting times, and encounter barriers to obtaining culturally appropriate care (Dorrian et al. 2017).

Discuss the case using the following headings. Some prompts for the scope of discussion have also been provided to help you in your writing.

### Discussion Sections

#### Introduction

### Scope of Discussion

Orientate the reader to the plan for your essay

<b>Impacts of colonisation</b>	Consider the definition of colonisation. Discuss links to the social determinants of health. Identify the gaps in health and wellbeing between Indigenous and non-Indigenous populations. Use examples from the scenario provided to emphasise your main points.
<b>The emergence of Racism and moving forward</b>	Describe the concepts of racism and White privilege that are evident in this scenario. Identify ONE approach to decolonise health care.
<b>Preparation for professional practice</b>	Identify TWO areas within the scenario that present barriers to culturally appropriate care and what action could be taken in your future professional practice.
<b>Conclusion</b>	Highlight the key points from your essay

## Literature and references

In this assessment use appropriate academic references to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage.

## Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right or each page in the header.
- Include a title page (i.e., Unit name and number, unit coordinators, the title of assessment piece and number, due date and any extension if granted, your word count, student name and ID). Please highlight if you are a **NURSING** or **MEDICAL** student.
- Include an Introduction and a Conclusion.
- Use the discussion section titles as headings
- Write in the third-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](#).
- Medical students are to use the referencing style approved for their school.
- The word count is considered from the first word of the introduction heading to the last word of the conclusion. The word count excludes the reference list.

## 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.
- For information about general academic essay writing including referencing, the Academic Learning Centre (ALC) also has other helpful resources including information for students with English as a second language.
- Upload your document to the assessment portal and review your Turnitin Similarity Score before making a final submission. You are able to make changes PRIOR to submitting your assessment for marking.

## Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only. PDF will not be accepted.

## Return Date to Students

In accordance with policy, any marks and/or grades for assessments released to students prior to Certification of Grades are provisional and subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

## Marking Criteria

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

### Assessment Due Date

Week 11 Monday (26 Sept 2022) 11:45 pm AEST

### Return Date to Students

Target return date is prior to certification of grades.

### Weighting

60%

## Assessment Criteria

High Distinction  
85-100%

Distinction 75-84%

Credit 65-74%

Pass 50-64%

Fail Below 50%

### Structure 20%

Introduction, conclusion, and efficacy 10%

An engaging and well-planned introduction and conclusion. The assessment material is logical, clear, concise, and persuasive.

A well-planned introduction and conclusion. The assessment material is logical and clear. At times it is not concise or persuasive.

Appropriately planned introduction and conclusion. It mainly proceeds logically.

Adequately planned introduction and conclusion. At times it is repetitive or lacks cohesion.

No or an inadequate introduction or conclusion. The assessment does not follow a logical sequence.

/10

Presentation 10%

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.

/10

### Discussion 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.

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.

Content provides an adequate discussion 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.

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.

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.

/25

Racism, white privilege and moving forward 25%

Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of the impacts of decolonisation on cultural safety and community empowerment.

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 has attempted to provide an adequate discussion that demonstrates a solid understanding of the impacts of decolonisation on cultural safety and community empowerment.

Content provides some relevant discussion of the impacts of decolonisation on cultural safety and community empowerment. safety and community empowerment.

Content provides minimal to no evidence or incorrect interpretation of the impacts of decolonisation on cultural safety and community empowerment.

/25

Preparation for professional practice 20%

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	
Content provides a comprehensive and critical discussion that demonstrates a thorough reflection on ways to reduce the negative impact of colonisation.	Content provides a strong and appropriate discussion that demonstrates a strong reflection on ways to reduce the negative impact of colonisation.	Content provides an adequate discussion that demonstrates an adequate reflection on ways to reduce the negative impact of colonisation.	Content provides some relevant discussion that demonstrates some reflection on ways to reduce the negative impact of colonisation.	Content provides minimal to no evidence of reflection on ways to reduce the negative impact of colonisation.	/20
Referencing 10%					
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent punctuation or formatting errors (could be made multiple times)	Somewhat accurate APA referencing. 3 consistent punctuation or formatting errors (could be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation or 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 or formatting.	/10

### 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