NURS11171 *Health, History and Culture of Aboriginal and Torres Strait Islander Peoples*
Term 3 - 2023

Profile information current as at 26/04/2024 02:38 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.

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 - 2023
- Online

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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 Medical students' in-class comments and emails.

Feedback

Engaging and dynamic opportunities for discussion and involvement in different types of learning activities.

Recommendation

Keep the structure of the open discussion in the workshops and for online sessions. The use of varied approaches to learning in a workshop environment, such as random quizzes, presentations to produce student contributions will be retained.

Feedback from Student survey, in-class comments and email.

Feedback

Workshops for breaking down the written assessment were an ideal learning tool.

Recommendation

Using a parallel scenario and deconstructing the written assessment task was an excellent learning tool. These sessions will be retained.

Feedback from Student survey and in-class comments.

Feedback

Additional evening sessions to connect to coordinators. Students indicated significant benefits in having access to a coordinator every week. They positively comment on the open structure, indicating coordinators' familiarity with the content.

Recommendation

Maintain options of evening sessions to cater for students who are working and have other committments.

Feedback from Student survey and forums.

Feedback

Delays in turn about time for student essays.

Recommendation

All on-time submissions were returned within two weeks. There were a high number of extension requests, and these were marked outside the two-week turnabout goal. All assessments were returned before the certification of grades of grade and with time for students to request a review.

Feedback from Student feedback in class and email.

Feedback

There was an excellent selection of staff for delivering this sensitive topic. The team were dynamic and encouraged students to discuss the material. It was a good mix of styles and gave an authentic representation of the unit from academic and First Nations People and other cultures. The workshop staff handled contentions and different responses well to create a harmonious environment.

Recommendation

The same delivery team has been requested for the next delivery of this unit.

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

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 - 06 Nov 2023

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 - 13 Nov 2023

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 - 20 Nov 2023

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.	**Quiz Part A** **Opens**: Monday, 20 November 2023, 9:00 AM **Closes**: Sunday, 26 November 2023, 11:30 PM

Week 4 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic

| 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. | |

Vacation Week - 04 Dec 2023

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

Week 5 - 11 Dec 2023

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.	

Week 6 - 18 Dec 2023

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.	

Vacation Week - 25 Dec 2023

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

Week 7 - 01 Jan 2024

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 - 08 Jan 2024

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 - 15 Jan 2024

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 - 22 Jan 2024

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 - 29 Jan 2024

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

	All the required readings are contained in the e-book for the unit. Optional material is located in the e-reading list.	**Essay** Due: Week 11 Monday (29 Jan 2024) 11:30 pm AEST
Social innovation and moving forward		

Week 12 - 05 Feb 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
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.	**Quiz Part B** **Opens:** Monday, 5 February 2024, 9:00 AM **Closes:** Sunday, 11 February 2024, 11:30 PM

Exam Week - 12 Feb 2024

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

Assessment Tasks

1 Online quizzes (Part A and Part B)

Assessment Type
Online Quiz(zes)

Task Description
Assessment 1 – Quizzes
Type: 2 x Online quizzes **(Quiz A and Quiz B)**
Each Quiz will contain MCQ (Multiple Choice Questions). Quiz A is worth 10% and contains 20 questions with a 45-minute time limit. Quiz B is worth 30% and contains 30 questions with a 60-minute time limit.

Quiz A (10%)
This quiz will test your knowledge of the content from modules 1, 2 & 3.
Opens: Monday, 20 NOVEMBER 2023, at 9:00 am (AEST) (Week 3)
Closes: Sunday, 26 NOVEMBER 2023, at 11:30 pm (AEST) (Week 4)

Quiz B (30%)
This quiz will test your knowledge of the content in modules 4 to 11 (inclusive)
Opens: Monday 05 FEBRUARY 2024, at 9:00 am (AEST) (Week 12)
Closes: Sunday 11 FEBRUARY 2024, at 11:30 pm (AEST) (Review week)
Weighting: 40%

Completion time: 45 minutes for Quiz A and 60 minutes for Quiz B.

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 can have a maximum of 1 attempt for each quiz.
· 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.
· 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, video 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.

Resources

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

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 20 NOVEMBER 2023, at 9:00 am (AEST) (Week 3) Closes: Sunday 26 NOVEMBER 2023, at 11:30 pm (AEST) (Week 4). Quiz B This quiz will test your knowledge of the content in modules 4 to 11 (inc). Opens: Monday 05 FEBRUARY 2024, at 9:00 am (AEST) (Week 12) Closes: Sunday 11 FEBRUARY 2024, at 11:30 pm (AEST) (Review week)

Return Date to Students

This assessment is automatically scored by Moodle. The number of correct responses will be indicated when the student completes each quiz. REMEMBER: Each quiz must be completed in ONE sitting and in the time provided. 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.

Weighting
40%

Assessment Criteria
This assessment is automatically scored in Moodle. The number of correct responses will be indicated when the student completes each quiz.
Quiz A will contain 20 MCQ (Multiple Choice Questions). Quiz B will contain 30 MCQ.

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. There are time limits applied to each quiz.

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
Type: Case study
Due date: Monday 29th January 2024 (Week 11 of Term) at 11:30 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 NURS11171, develop a 1500-word essay relating to the impacts of colonisation, racism and White privilege on the Health, History and Culture of Aboriginal and Torres Strait Islander 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 man and his 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 study using the following headings. Some prompts for the scope of discussion have also been provided to help you focus your writing.

Discussion Sections	Scope of Discussion
Introduction	Orientate the reader to the plan for your essay
Impacts of colonisation	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.
The emergence of Racism and moving forward	Describe the concepts of racism and White privilege that are evident in this scenario. Identify ONE approach to decolonise health care.
The emergence of Racism and moving forward	Describe the concepts of racism and White privilege that are evident in this scenario. Identify ONE approach to decolonise health care.
Preparation for professional practice	Identify TWO areas within the scenario that present barriers to culturally appropriate care and what action could be considered in your future professional practice
Conclusion	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 from CQU library, as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. You have been provided with three resources, (in the assessments tile in Moodle) and these MUST be used to support your discussion along with your own independent research.

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, 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 ALLIED HEALTH student.

· Include an introduction and a conclusion.

· Use the discussion sections 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.

· 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

· Along with your own independent research you must include the three resources that have been provided on Moodle. (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

The target return for on time submissions is 14/02/2024 approximately two weeks.

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 (29 Jan 2024) 11:30 pm AEST

Please note (AEST) applies

Return Date to Students

Target return date is prior to certification of grades. 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.

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%					

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	
An engaging and well-planned introduction and conclusion. The assessment material is logical, clear, concise, and persuasive. (8.5 - 10).	A well-planned introduction and conclusion. The assessment material is logical and clear. At times it is not concise or persuasive. (7.5 - 8.49).	Appropriately planned introduction and conclusion. It mainly proceeds logically. (6.5 - 7.49).	Adequately planned introduction and conclusion. At times it is repetitive or lacks cohesion. (5 –6.49).	No or an inadequate introduction or conclusion. The assessment does not follow a logical sequence. (0 – 4.99).	/10
Presentation 10%					
Written material is very well-presented and free from errors. The assessment is within the set word count. Submitted on the approved template. (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. Submitted on the approved template. (7.5 - 8.49).	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. Submitted on the approved template. (6.5 - 7.49).	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. Submitted on the approved template. (5 –6.49).	Poorly presented assessment. There are many errors in spelling, grammar, and paragraph structure. (> 5 errors). The author has not adhered to the word count. Not submitted on the approved template /alterations evident. (0–4.99).	/10
Discussion 70%					
Impact of colonisation 25%					

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 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. (21.25 - 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. (18.75 - 21.24).	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. (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. (12.50 - 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. (0 – 12.49).	/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. (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. (18.75 - 21.24).	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. (16.25 - 18.74).	Content provides some relevant discussion of the impacts of decolonisation on cultural safety and community empowerment. (12.50 - 16.24).	Content provides minimal to no evidence or incorrect interpretation of the impacts of decolonisation on cultural safety and community empowerment. (0 – 12.49).	/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. (17 – 20).	Content provides a strong and appropriate discussion that demonstrates a strong reflection on ways to reduce the negative impact of colonisation. (15 – 16.99).	Content provides an adequate discussion that demonstrates an adequate reflection on ways to reduce the negative impact of colonisation. (13 – 14.99).	Content provides some relevant discussion that demonstrates some reflection on ways to reduce the negative impact of colonisation. (10 – 12.99).	Content provides minimal to no evidence of reflection on ways to reduce the negative impact of colonisation. (0 – 9.99).	/20
Referencing 10%					
Accurate APA 7th edn referencing. No errors. Three essential resources are utilised along with independent research. (8.5 - 10).	Mostly accurate APA 7th edn referencing. One to two consistent punctuation/formatting errors (could be made multiple times). Three essential resources are utilised along with independent research. (7.5 - 8.49).	Somewhat accurate APA 7th edn referencing. Three consistent punctuation/formatting errors (could be made multiple times) OR 1-2 content errors. Three essential resources are utilised. (6.5 - 7.49).	Occasionally accurate APA 7th edn referencing. Four consistent punctuation/formatting errors (could be made multiple times) OR 3-4 content errors. Some essential resources have been utilised. (5 – 6.49).	APA 7th edn referencing is not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. Essential resources not utilised. (0 – 4.99).	/10

Referencing Style

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

Submission
Online

Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only Students MUST use the template prvided.. PDF will not be accepted.

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