

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



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

## **Term 2 - 2024**

Profile information current as at 13/05/2024 02:53 pm

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 2 - 2024

- Brisbane
- 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 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 commitments.

#### 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



### 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

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.