

In Progress

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



NURS11171 *Aboriginal and Torres Strait Islander Peoples Health*

Term 3 - 2027

Profile information current as at 17/09/2026 10:09 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 Peoples, 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. This unit will focus on the inequalities that continue in Aboriginal and Torres Strait Islander Peoples' 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 Peoples cultures. In this unit, you will propose ways of collaborating with Aboriginal and Torres Strait Islander Peoples, 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 - 2027

- 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

Information for Class and Assessment Overview has not been released yet.
This information will be available on Monday 13 September 2027

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
- Academic Progression Policy and Procedure
- Student Refund and Credit Balance Policy and Procedure
- 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 Student in class and online workshop comments.

Feedback

Student engagement with the Challenge Questions, intended to support critical thinking and collaborative learning, was mixed: participation in the discussion forums was reduced, while discussion in the workshops increased.

Recommendation

Students who contributed reported that the individualised feedback they received was valuable. Many students engaged with the Challenge Questions during workshops and indicated that these discussions assisted them in preparing the written assignment. Given their demonstrated value for learning and assessment preparation, the Challenge Questions should be retained.

Feedback from Student in class, workshop, email and phone calls.

Feedback

Students noted that the teaching scenario used in the online discussions was highly effective in helping them connect theoretical concepts with practical, real-world applications. This approach was viewed as supportive of learning and confidence-building.

Recommendation

Students consistently reported that the teaching scenario enhanced their understanding by demonstrating how theoretical principles translate into real practice. Live discussions built around this scenario were particularly valued, as they fostered active engagement, clarified key concepts, and increased students' confidence in preparing for the final written assessment. The use of a teaching scenario as a scaffolding and application strategy has clear pedagogical benefits and should be retained as a core element of the unit design.

Feedback from Forum post, phone communication.

Feedback

Students also requested "answers" to the reflective activities and worksheets.

Recommendation

The reflective activities and worksheets are designed to promote critical thinking rather than produce a single correct answer. Students were encouraged to share their reflections in the forum to stimulate dialogue and expose the cohort to diverse perspectives. Feedback from students indicated discomfort with having personal reflections recorded, particularly when the content was sensitive. To support deeper engagement, it is recommended that opportunities for discussion be incorporated into non-recorded sessions, allowing students to explore their ideas.

Unit Learning Outcomes

Information for Unit Learning Outcomes has not been released yet.
This information will be available on Monday 13 September 2027

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Information for Alignment of Learning Outcomes, Assessment and Graduate Attributes has not been released yet.
This information will be available on Monday 13 September 2027

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.
This information will be available on Monday 18 October 2027

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.
This unit profile has not yet been finalised.