

In Progress

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



NURS20161 *Contemporary Australian Healthcare*

Term 1 - 2027

Profile information current as at 19/09/2026 03:24 am

All details in this unit profile for NURS20161 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

This unit will provide you with the knowledge of the health and healthcare needs of a range of people within Australia's culturally diverse society with an emphasis on Aboriginal and Torres Strait Islander health perspectives. You will review contemporary models of health services used to provide healthcare to populations in urban, rural and remote locations. You will explore the social determinants of health by analysing health conditions and the provision of quality and culturally safe health care. The role of the government will also be analysed in terms of the provision of health care. You will use your judgement in a range of simulated scenarios across these contextual factors in order to contribute to meaningful and responsive care.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Must be enrolled in CH79 Graduate Certificate in Nursing (Re-Entry) Co-requisite: NURS20160

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 1 - 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 11 January 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 anonymous questionnaire on Microsoft Teams

Feedback

Eight of the 12 students who responded strongly agreed that the learning expectations were clearly defined

Recommendation

It's important to communicate expectations for each term with clarity and consistency. Providing students with a well-defined overview of what's required helps foster confidence and preparedness. Clear guidance ensures everyone understands the goals, responsibilities, and standards from the outset.

Feedback from anonymous questionnaire on Microsoft Teams

Feedback

Nine of the 12 students who responded agreed that the course was well organised, while an additional three students strongly agreed.

Recommendation

Build on these successful methods by developing additional learning materials (e.g., visual aids, practical examples, or interactive tools) that align with the teaching approach.

Feedback from anonymous questionnaire on Microsoft Teams

Feedback

All twelve of the students who responded strongly agreed that the course was taught in a manner that helped them understand the underlying concepts.

Recommendation

Responding to common themes and sharing planned improvements helps build trust and shows students their input is valued. Feedback should guide teaching adjustments—whether refining instructional strategies, clarifying assessments, or providing additional resources. By fostering open dialogue and reviewing feedback trends over time, educators can create a more inclusive, responsive, and high-quality learning environment. The introduction of open office synthesises this philosophy.

Feedback from Student email

Feedback

I am really enjoying the materials in 161 and the deep thinking required. It is helping to shape what I want to eventually do when I come back to nursing. Not to mention helping me to think differently. So thanks!

Recommendation

Continue to provide intellectually stimulating and reflective learning materials that encourage deep thinking and personal growth. Student feedback indicates that the content not only supports academic development but also inspires students to reflect on their future roles in nursing. Maintaining this level of engagement through thoughtfully designed content can further enhance student motivation, critical thinking, and career clarity. I will consider exploring additional opportunities to integrate reflective practice into the curriculum to support this positive trajectory.

Feedback from SUTE Data

Feedback

The most frustrating things I found with the unit coordinator teaching in this subject was her ability to understand what we were asking in lectures/emails and to foster an environment where we felt safe to ask questions and speak, and then the way she communicated in return. It often felt like she wasn't understanding our question based on how left of field her answer would be. Additionally, assignments!! The assignment wording was so confusing and often when we would ask for clarity by Simone she would make us feel like we were a bit silly to ask it and then would often say "check the rubric" "check the rubric" "I can only mark you against the rubric" which was SUCH an unhelpful response. We READ the rubric, it's saying the same confusing words that the assessment was saying at the top. That's NOT giving any clarity. We need more examples or a break down in wording.

Recommendation

Thank you for sharing your experience so openly. It's clear that you and your peers were genuinely seeking clarity and support, and it's unfortunate that the communication didn't always meet those needs. Feeling misunderstood—especially when asking for help—can be discouraging, and your feedback highlights the importance of creating a learning environment where questions are welcomed and explanations are accessible. Regarding the assignments, your point about the rubric being referenced without further clarification is well taken. While rubrics are meant to guide expectations, they should be paired with clear examples and thoughtful breakdowns to truly support student understanding. Your insights are valuable and will help inform improvements in how instruction and feedback are delivered moving forward.

Feedback from SUTE Data

Feedback

I respect the unit coordinator as a clinician/nurse. I believe she is truly passionate about high quality nursing practice and would be an amazing nurse on ward (knowledge and skill). I mostly appreciated how passionate she was for high quality nursing. I also think Simone genuinely cares about us as students. The unit coordinator was really good at challenging us to critically think.

Recommendation

Thank you for offering such insightful feedback. It's encouraging to hear that the unit coordinator's dedication to high-quality nursing practice and her strong clinical knowledge made a meaningful impact. Her ability to challenge students to think critically, while showing genuine care, reflects a teaching style that is both inspiring and impactful. To build on these strengths, the unit coordinator might consider incorporating more structured opportunities for student-led discussion and reflection, which could further enhance critical thinking. Additionally, offering varied examples or case studies during instruction could help bridge theory with practice and support deeper understanding. These small adjustments could make her teaching even more engaging and accessible for a diverse group of learners.

Feedback from SUTE Data

Feedback

Lots of good things to say about the unit coordinator. It's inspiring to see an experienced nurse who cares for high quality nursing care. The unit coordinator was great at guiding me through the course content and making me understand the requirements of the course. She explained everything extensively when necessary and how they apply in the real nursing world.

Recommendation

It's wonderful to hear how the unit coordinator's clinical experience and commitment to high-quality nursing care inspired you throughout the course. Her ability to clearly explain course requirements and connect them to real-world practice is a valuable strength. To further enhance learning, she might consider incorporating more interactive case studies or simulations that mirror clinical scenarios. This could deepen understanding and help students apply theoretical knowledge with greater confidence.

Unit Learning Outcomes

Information for Unit Learning Outcomes has not been released yet.
This information will be available on Monday 11 January 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 11 January 2027

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.
This information will be available on Monday 15 February 2027

Academic Integrity Statement

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