



# CHIR20019 *Social Perspectives of Health*

## Term 3 - 2020

Profile information current as at 20/04/2024 06:55 am

All details in this unit profile for CHIR20019 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 examine the numerous social complexities that exist in the delivery of healthcare and how those complexities impact practice. You will examine different perspectives on health and their influence on decision making, and then discuss ways to balance personal views with available scientific evidence and rationale. You will also study factors that affect the health outcomes of the individual as they apply to your obligation to deliver evidence-based, patient-centred health care.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 8

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 - 2020

- 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 Postgraduate 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. **Portfolio**

Weighting: Pass/Fail

#### 2. **Written Assessment**

Weighting: Pass/Fail

#### 3. **Presentation**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## 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 Have Your Say

**Feedback**

Some students felt participation outreach would have benefited their learning.

**Recommendation**

The unit coordinator will explore the opportunity for students to participate in outreach events as part of this unit.

#### Feedback from Have Your Say

**Feedback**

Students enjoyed the engaging and clinically relevant content.

**Recommendation**

The unit coordinator will continue to provide engaging and clinically relevant weekly content.

#### Feedback from Have Your Say

**Feedback**

Some students felt higher student attendance at the tutorials would have benefited their learning experience.

**Recommendation**

The unit coordinator will investigate introducing tutorial activities that require all students to participate.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Provide a balanced judgement of philosophical drivers and scientific rationale in health care decision making
2. Make informed decisions in patient management
3. Recommend appropriate healthcare advice which considers the ethics associated with a limitation of knowledge/evidence, potential conflicts of interest, cultural, social and other differences which may impact an individual's health outcomes.

LO1 links to CCEA Competency Element 1.2 Public Health Concepts with the Performance Indicators: Understanding of health problems during special life periods including ageing, paediatrics and adolescence; recognition of the role that chiropractors can play in overall public health practice, including public hospitals; understanding the special areas of women's and men's health and the cultural aspects of public health; and understanding the concept of increasing the patient's responsibility for his/her own health care.

LO2 links to (a) CCEA Competency Element 11.1 Develops a personal ability to seek out and apply scientific information with the Performance Indicators: Ability to critically appraise the literature and apply evidence-based problem solving in practice; understand the on-going necessity for continuing education; demonstrate communication skills, an ability to speak in public and give a case presentation with an adequate literature review; and show an understanding of research methods and their significance in modern health care; and (b) to CCEA Competency Element 3.1 Awareness of professional ethos, organisation and history with the Performance Indicators: Is aware of the profession's special characteristics, aspirations and strengths; is aware of the profession's organisations locally, nationally and internationally; and of its relations to other professions and organisations, e.g WHO; is aware of the major historical milestones of the profession, both locally and internationally.

LO3 links to CCEA Competency Element 3.2 Awareness of professionalism with the Performance Indicators: Assesses personal standards of practice; and recognises the need for self-directedness in further and continuing education to extend knowledge and refine skills.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Portfolio - 0%	•	•	•
2 - Written Assessment - 0%	•	•	•
3 - Presentation - 0%	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills			○
4 - Research			
5 - Self-management			○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership			
8 - Aboriginal and Torres Strait Islander Cultures			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 0%	○	○	○		○	○		
2 - Written Assessment - 0%	○	○	○			○		
3 - Presentation - 0%	○	○			○	○		

## 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)

## 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

**Omar Pervez** Unit Coordinator  
[o.pervez@cqu.edu.au](mailto:o.pervez@cqu.edu.au)

## Schedule

### Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>LECTURE 1: WELCOME TO SOCIAL PERSPECTIVES OF HEALTH; AN INTRODUCTION TO THE UNIT</b>		
	All content will be available on Moodle	

### Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>LECTURE 2 - CULTURAL SAFETY AND WHY IT MATTERS</b>		
This lecture will explore the meaning of cultural competence and provide some focus on the Indigenous Australian context. Students will be provided with a deeper understanding of how they can improve their interactions with patients and community groups.	All content will be available on Moodle	

### Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### LECTURE 3 - CULTURAL AND RELIGIOUS PERSPECTIVES ON HEALTH

• This lecture will explore the perspectives of different cultures and religions on health. It will explore the impact of these perspectives on patient decision making, compliance and outcomes. Students will also be provided with insight on how to provide a more inclusive clinical experience.

All content will be available on Moodle.

#### Week 4 - 30 Nov 2020

##### Module/Topic

##### Chapter

##### Events and Submissions/Topic

### LECTURE 4 - SOCIAL DEMOGRAPHICS IMPACT ON HEALTH

• This lecture will explore the impact of social demographics on health. It will explore the impact of these factors on patient decision making, compliance and outcomes. Students will also be provided with insight on how to provide a more inclusive clinical experience.

All content will be available on Moodle.

#### Vacation Week - 07 Dec 2020

##### Module/Topic

##### Chapter

##### Events and Submissions/Topic

#### Week 5 - 14 Dec 2020

##### Module/Topic

##### Chapter

##### Events and Submissions/Topic

### LECTURE 5 - THE IMPACT OF SOCIAL AND MASS MEDIA ON DELIVERY AND EXPECTATIONS OF HEALTHCARE

All content will be available on Moodle.

#### Week 6 - 21 Dec 2020

##### Module/Topic

##### Chapter

##### Events and Submissions/Topic

### LECTURE 6 - THE INFLUENCE OF HEALTH PROMOTION STRATEGIES ON HEALTHCARE OUTCOMES

All content will be available on Moodle.

#### Vacation Week - 28 Dec 2020

##### Module/Topic

##### Chapter

##### Events and Submissions/Topic

#### Week 7 - 04 Jan 2021

##### Module/Topic

##### Chapter

##### Events and Submissions/Topic

### LECTURE 7 - ETHICS IN HEALTHCARE DECISION MAKING 1

• This lecture will explore the topic from a patient's point of view. Students will gain a wider understanding of the decision making processes that occur.

All content will be available on Moodle.

**Written assessment - media piece**  
Due: Week 7 Friday (8 Jan 2021) 11:45 pm AEST

**Week 8 - 11 Jan 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>LECTURE 8 - ETHICS IN HEALTHCARE DECISION MAKING 2</b> <ul style="list-style-type: none"> <li>This lecture will explore the topic from a practitioner's point of view. Students will gain a wider understanding of the decision making processes that occur.</li> </ul>	All content will be available on Moodle.	

**Week 9 - 18 Jan 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>LECTURE 9 - PHILOSOPHICAL DRIVERS AND SCIENTIFIC RATIONALE IN HEALTHCARE DECISION MAKING 1</b> <ul style="list-style-type: none"> <li>This lecture will explore the topic from a patient's point of view. Students will gain a wider understanding of the decision making processes that occur.</li> </ul>	All content will be available on Moodle.	

**Week 10 - 25 Jan 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>LECTURE 10 - PHILOSOPHICAL DRIVERS AND SCIENTIFIC RATIONALE IN HEALTHCARE DECISION MAKING 2</b> <ul style="list-style-type: none"> <li>This lecture will explore the topic from a practitioner's point of view. Students will gain a wider understanding of the decision making processes that occur.</li> </ul>	All content will be available on Moodle.	

**Week 11 - 01 Feb 2021**

Module/Topic	Chapter	Events and Submissions/Topic
INFOGRAPHIC PRESENTATION WEEK 1		<b>Infographic</b> Due: Week 11 Monday (1 Feb 2021) 12:00 pm AEST

**Week 12 - 08 Feb 2021**

Module/Topic	Chapter	Events and Submissions/Topic
INFOGRAPHIC PRESENTATION WEEK 2		<b>Reflection</b> Due: Week 12 Friday (12 Feb 2021) 11:45 pm AEST

**Exam Week - 15 Feb 2021**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Reflection

**Assessment Type**

Portfolio

**Task Description**

As you work through the content of this unit and begin to understand the expectations placed upon a healthcare professional to provide ethical, inclusive and appropriate care for a wide range of patients coming to the clinic with a wide range of scenarios, you will take the opportunity to reflect on preparing yourself for these encounters.

This reflection will require you to explore where you currently stand in relation to your knowledge and skills when dealing with diverse clinical scenarios, ideally you will select a specific case for illustration during this process. You will then be required to identify an action plan for addressing any perceived areas for improvement or interest.

Upon completion of those two activities you will be required to discuss the new information that you have ascertained and how it will be applied during your clinical internship.

This paper will be 1500 words +/- 10% and will be well referenced.

### **Assessment Due Date**

Week 12 Friday (12 Feb 2021) 11:45 pm AEST  
via Moodle

### **Return Date to Students**

Exam Week Friday (19 Feb 2021)  
via Moodle

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

60%

### **Assessment Criteria**

The criteria for this assessment will include;

- **Overall task completion**
- **Language & grammar**
- **Critical self-reflection and logic**
- **APA referencing & the use of additional external references or resources**
- **General composition and overall written presentation (*if a written portfolio is submitted*)**

A detailed assessment marking rubric, outlining specific requirements will be available in Moodle.

\* Please note that this is a pass/fail unit, the passing score for this assessment is 60% as per university policy, you must pass all assessment tasks to pass the unit, supplementary examinations and assessments are not available for pass/fail non-graded units\*

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Provide a balanced judgement of philosophical drivers and scientific rationale in health care decision making
- Make informed decisions in patient management
- Recommend appropriate healthcare advice which considers the ethics associated with a limitation of knowledge/evidence, potential conflicts of interest, cultural, social and other differences which may impact an individual's health outcomes.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills

- Self-management
- Ethical and Professional Responsibility

## 2 Written assessment - media piece

### Assessment Type

Written Assessment

### Task Description

**This task will see you develop a short social or mass media piece related to social perspectives of health including but not limited to health promotion, potential impacts on health outcome determinants and or decision making processes.**

**This task may be used as a patient or community educational tool. In keeping with this, it is important that the piece is thoughtfully written with a target audience in mind. This means that you will consider the wider context and realities faced by the group that you will be focusing on.**

**Upon completion of the piece you will also write a short explanation of your creation, identifying how you have applied new information and concepts to ensure that you engaged with and considered your target audience and the likely/possible long term impacts of your creation.**

**If you select a social media item it will be 350 words +/- 10% and well referenced (not part of the word count) using APA format. If you select a mass media (recording) item it will be no longer than 90 seconds and will also need to come with an attached list of references.**

### Assessment Due Date

Week 7 Friday (8 Jan 2021) 11:45 pm AEST  
via Moodle

### Return Date to Students

Week 9 Friday (22 Jan 2021)  
via Moodle

### Weighting

Pass/Fail

### Minimum mark or grade

60%

### Assessment Criteria

Students will be required to meet the following criteria:

1. Present logical and rationale written pieces;
2. Clearly presents the selected topic in a meaningful way for the target audience;
3. Makes sufficient considerations for different perspectives and justify decisions and other relevant considerations;
4. Demonstrates reasonable consideration of the likely long term impact on the chiropractic profession and its position within the Australian healthcare setting;
5. Uses appropriate references and source material to support arguments.

\* Please note that this is a pass/fail unit, the passing score for this assessment is 60% as per university policy, you must pass all assessment tasks to pass the unit, supplementary examinations and assessments are not available for pass/fail non-graded units\*

### Referencing Style

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

### Submission

Online

### Submission Instructions

via Moodle

## Learning Outcomes Assessed

- Provide a balanced judgement of philosophical drivers and scientific rationale in health care decision making
- Make informed decisions in patient management
- Recommend appropriate healthcare advice which considers the ethics associated with a limitation of knowledge/evidence, potential conflicts of interest, cultural, social and other differences which may impact an individual's health outcomes.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

## 3 Infographic

### Assessment Type

Presentation

### Task Description

**In this assessment, you will select one of the weekly topics covered in the unit and create a one-page, single-sided (A4 size) infographic based on the stakeholder input AND the most up-to-date published evidence.**

**This infographic should be created with the specific aim to be used in the outpatient clinic as either a patient or clinician resource.**

**In addition to submitting an infographic you must also provide a meaningful comment or question to at least one other post, presented on Moodle.**

**When submitting this assessment each student will submit the following to the Moodle forum, the infographic should be submitted as a high-resolution PDF file**

### Assessment Due Date

Week 11 Monday (1 Feb 2021) 12:00 pm AEST

Your infographic is due on Moodle by Monday of week 11, comments and questions on the posts by the end of week 12

### Return Date to Students

Exam Week Friday (19 Feb 2021)

via Moodle

### Weighting

Pass/Fail

### Minimum mark or grade

60%

### Assessment Criteria

The criteria for this assessment will include;

- Overall task completion
- Language & grammar
- Referencing & the use of additional external references or resources
- General composition and overall written presentation

**\* Please note that this is a pass/fail unit, the passing score for this assessment is 60% as per university policy, you must pass all assessment tasks to pass the unit, supplementary examinations and assessments are not available for pass/fail non-graded units\***

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Provide a balanced judgement of philosophical drivers and scientific rationale in health care decision making
- Make informed decisions in patient management
- Recommend appropriate healthcare advice which considers the ethics associated with a limitation of knowledge/evidence, potential conflicts of interest, cultural, social and other differences which may impact an individual's health outcomes.

### **Graduate Attributes**

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility

## 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