



CHIR20019 *Social Perspectives of Health*

Term 3 - 2021

Profile information current as at 27/09/2024 10:09 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 - 2021

- 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

Students appreciated how the content in this unit introduced them to ethical questions and considerations leading in to their clinical year.

Recommendation

It is recommended that the unit coordinator continue to provide content that introduces ethical scenarios that are relevant to chiropractic practice.

Feedback from Have your say

Feedback

Some students felt that additional instructions and clarity related to the assessment tasks would help them to achieve higher scores.

Recommendation

It is recommended that the unit coordinator will review the assessment task descriptions in the unit profile to ensure clarity.

Feedback from Have your say

Feedback

Students enjoyed the interactive nature of the tutorials.

Recommendation

It is recommended that the unit coordinator continue to find ways to provide interactive tutorials.

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

Schedule

Week 1 - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 1- AN INTRODUCTION TO THE UNIT This lecture will overview the course, key and unique features to this course as well as assessments. This lecture will also outline the relevance of Social perspectives as they relate to health.	All content will be available on Moodle	

Week 2 - 15 Nov 2021

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

Week 3 - 22 Nov 2021

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 gain insight on how to provide a more inclusive clinical experience.

All content will be available on Moodle.

Week 4 - 29 Nov 2021

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 build on their skill to provide a more inclusive clinical experience.	All content will be available on Moodle.	

Week 5 - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 5 - THE IMPACT OF SOCIAL AND MASS MEDIA ON DELIVERY AND EXPECTATIONS OF HEALTHCARE This lecture will explore the impact of social and mass media on health. It will explore the impact of these factors on patient decision making, compliance and outcomes.	All content will be available on Moodle.	

Week 6 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 6 - THE INFLUENCE OF HEALTH PROMOTION STRATEGIES ON HEALTHCARE OUTCOMES This lecture will overview how public health promotion strategies impact healthcare outcomes.	All content will be available on Moodle.	

Break week - 20 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Written assessment - media piece Due: Week 6 Friday (24 Dec 2021) 12:00 pm AEST

Vacation Week - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 03 Jan 2022

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.	

Week 8 - 10 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic

LECTURE 8 - ETHICS IN HEALTHCARE DECISION MAKING 2

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.

All content will be available on Moodle.

Week 9 - 17 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 9 - PHILOSOPHICAL DRIVERS AND SCIENTIFIC RATIONALE 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.	

Week 10 - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 10 - PHILOSOPHICAL DRIVERS AND SCIENTIFIC RATIONALE IN HEALTHCARE DECISION MAKING 2 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.	All content will be available on Moodle.	

Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
INFOGRAPHIC PRESENTATION WEEK 1		All infographics are due Feb 4, 2022 12PM. Presentations will be: - Friday Feb 4th and Friday Feb 11th.

Week 12 - 07 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
INFOGRAPHIC PRESENTATION WEEK 2		Reflection Due: Week 12 Friday (11 Feb 2022) 12:00 pm AEST

Exam Week - 14 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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 (11 Feb 2022) 12:00 pm AEST

via Moodle

Return Date to Students

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

Graduate Attributes

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

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.

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 6 Friday (24 Dec 2021) 12:00 pm AEST

via Moodle

Return Date to Students

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

Graduate Attributes

- Knowledge

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

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.

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.

You will be presenting your infographic to the class in either week 11 or week 12.

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

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

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

Graduate Attributes

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

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.

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