



# CHIR20019 *Social Perspectives of Health*

## Term 3 - 2023

Profile information current as at 07/05/2024 04:22 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 - 2023

- 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. **Written Assessment**

Weighting: 35%

#### 2. **Presentation**

Weighting: 35%

#### 3. **In-class Test(s)**

Weighting: 30%

### 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 Unit Coordinator

##### **Feedback**

It is felt that theoretical knowledge and clinical reasoning skills would be better assessed through alternative assessment tasks.

##### **Recommendation**

It is recommended that the assessment tasks be reviewed to ensure rigorous assessment of student learning and knowledge.

## Unit Learning Outcomes

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

1. Provide a balanced judgement of patient centred and evidence based care in health care decision making
2. Make informed decisions using the best available evidence for 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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Written Assessment - 35%</b>		•	•
<b>2 - Presentation - 35%</b>	•		•
<b>3 - In-class Test(s) - 30%</b>	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

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

## 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: [Vancouver](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Katie de Luca** Unit Coordinator  
[k.deluca@cqu.edu.au](mailto:k.deluca@cqu.edu.au)

## Schedule

### Week 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Introduction to SPOH Online tutorial: Introduction to SPOH and course outline	Relevant material will be available on Moodle.	

### Week 2 - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Does Chiropractic have a role to play? <b>Online tutorial: Chiropractic Board of Australia presentation</b>	Relevant material will be available on Moodle.	

### Week 3 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Building a safety culture in Chiropractic Online tutorial: SafetyNET	Relevant material will be available on Moodle.	

### Week 4 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Social Media and Healthcare Online tutorial: Social Media	Relevant material will be available on Moodle.	

### Week 5 - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Social determinants of health Online tutorial: Social determinants of health	Relevant material will be available on Moodle.	

### WEEK 6 - 18 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Cultural Safety, and cultural and religious perspectives on health Online tutorial: Interview with Indigenous Australian, Quinton	Relevant material will be available on Moodle.	Assessment 1 - Literature review and infographic due. Two PDF files (literature review and infographic) should be uploaded to Moodle by 5pm on Friday in Week 6.  <b>LITERATURE REVIEW AND INFOGRAPHIC</b> Due: Week 6 Friday (22 Dec 2023) 5:00 pm AEST

### Vacation Week - 25 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
	Relevant material will be available on Moodle.	

**Week 7 - 01 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Drivers of evidence based care Online tutorial: Research into Practice Seminar	Relevant material will be available on Moodle.	

**Week 8 - 08 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Health promotion and healthy ageing Online tutorial: Health promotion and healthy ageing	Relevant material will be available on Moodle.	Assessment 2 - Health media item submission A PDF of your summary and your social media item should be uploaded to Moodle by 5pm on Friday 12th January, 2024.  <b>HEALTH MEDIA ITEM</b> Due: Week 8 Friday (12 Jan 2024) 5:00 pm AEST

**Week 9 - 15 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Rural, regional and remote health Online tutorial: Health media item presentations	Relevant material will be available on Moodle.	Assessment 2 - Health media item presentations.

**Week 10 - 22 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disability and rehabilitation Online tutorial: AUSTRALIA DAY PUBLIC HOLIDAY	Relevant material will be available on Moodle.	

**Week 11 - 29 Jan 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Process and corporate strategies in healthcare Online tutorial: Process and corporate strategies in healthcare	Relevant material will be available on Moodle.	

**Week 12 - 05 Feb 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Global Burdens of Disease Online tutorial: Unit review / study	Relevant material will be available on Moodle.	

**Exam Week - 12 Feb 2024**

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment3 - Invigilated end of term test.  <b>END OF TERM TEST</b> Due: Exam Week Monday (12 Feb 2024) 11:45 pm AEST

## Assessment Tasks

### 1 LITERATURE REVIEW AND INFOGRAPHIC

**Assessment Type**

Written Assessment

**Task Description**

In this assessment, you will select a topic related to a social perspectives of health unit including, but not limited to,

cultural perspectives, patient safety, health promotion, healthy ageing, rural and regional health inequities, the burden of diseases, and/or social determinants of health.

Firstly, you will undertake a literature review on your chosen topic and select a peer-reviewed publication for synthesis. The document should include the topic title, research question, search strategy, search results and discussion. From your search results choose one paper for preparation as an infographic. This item should be 500 words +/- 10%, formatted in arial font with 1.5 spacing and referenced (not part of the word count).

Secondly, you will create a one-page, single sided (A4 size) infographic based upon your selected peer-reviewed publication on the topic of your choice. The infographic should be created with the specific aim to be used in the outpatient clinic as either a patient or clinician resource. For this item, you will reflect on how this evidence will help you prepare yourself for encounters during clinic internship.

These two items should be saved as PDF files and uploaded to Moodle by 5pm on Friday in Week 6. This assessment is worth 35% of your total grade.

### **Assessment Due Date**

Week 6 Friday (22 Dec 2023) 5:00 pm AEST

Two PDF files (literature review and infographic) should be uploaded to Moodle by 5pm on Friday in Week 6.

### **Return Date to Students**

Week 10 Friday (26 Jan 2024)

The assessment will be returned with feedback relevant to the assessment guidelines and marking rubric provided.

### **Weighting**

35%

### **Assessment Criteria**

Detailed assessment guidelines and marking rubric are provided in Moodle. Students must submit two PDF files, uploaded to Moodle by 5pm on Friday in Week 6.

### **Referencing Style**

- [Vancouver](#)

### **Submission**

Online

### **Submission Instructions**

Two PDF files (literature review and infographic) should be uploaded to Moodle by 5pm on Friday in Week 6.

### **Learning Outcomes Assessed**

- Make informed decisions using the best available evidence for 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 HEALTH MEDIA ITEM**

### **Assessment Type**

Presentation

### **Task Description**

This assessment will see you develop a social media item related to social perspectives of health including, but not limited to, cultural perspectives, patient safety, health promotion, healthy ageing, rural and regional health inequities, the burden of diseases, and/or social determinants of health. This assessment piece 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. Your health media item should be on a topic different to your literature review and infographic from Assessment 1.

You can select to present either a written or recorded social media item. The written social media item should be 350 words while the recorded social media item it should be no longer than 90 seconds.

You will also submit a written explanation of your chosen health media item. This summary should identify how you have searched for evidence and applied new information to ensure that you engaged with your target audience and the likely/possible long term impacts of your health media item. Please also discuss the strengths and limitations of social/mass media in the health setting. This item should be 500 words +/-10%, formatted in arial font with 1.5 spacing. ALL items should be saved as a PDF file and uploaded to Moodle by 5pm on Friday 12th January, 2024 (Week 8). The presentation of your health media item will take place in the online tutorials on Friday 19th January, 2024 (Week 9). This assessment is worth 35% of your total grade.

**Assessment Due Date**

Week 8 Friday (12 Jan 2024) 5:00 pm AEST

A PDF of your written explanation of your health media item and the written/recorded health media item should be uploaded to Moodle by 5pm on Friday 12th January, 2024 (Week 8). Presentation of the health media items will take place on Friday 19th January, 2024 (Week 9).

**Return Date to Students**

Week 12 Friday (9 Feb 2024)

The assessment will be returned with feedback relevant to the assessment guidelines and marking rubric provided.

**Weighting**

35%

**Assessment Criteria**

Detailed assessment guidelines and marking rubric are provided in Moodle. All relevant files should be uploaded to Moodle by 5pm on Friday 12th January, 2024 (Week 8). You will present your health media item during the online tutorial on Friday 19th January, 2024 (Week 9).

**Referencing Style**

- [Vancouver](#)

**Submission**

Online

**Submission Instructions**

All relevant files should be uploaded to Moodle by 5pm on Friday 12th January, 2024 (Week 8). You will present your health media item during the online tutorial on Friday 19th January, 2024 (Week 9).

**Learning Outcomes Assessed**

- Provide a balanced judgement of patient centred and evidence based care in health care decision making
- 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 END OF TERM TEST

**Assessment Type**

In-class Test(s)

**Task Description**

This end of term test will be taken in person, in a CQUni computer lab on whichever campus that you are enrolled. The test will involve a mix of question types including multiple choice, short answer and matching styles. The test will assess all theoretical content taught across weeks 1-12. The test is worth 30% of your total grade.

**Assessment Due Date**

Exam Week Monday (12 Feb 2024) 11:45 pm AEST

Invigilated end of term test

**Return Date to Students**

Exam Week Friday (16 Feb 2024)

Multiple choice and matching style questions will be returned to students once all students have completed the quiz, with short answer questions returned to students within two weeks.

**Weighting**

30%

**Assessment Criteria**

The assessment criteria will involve selecting or providing the most accurate and correct answers to the questions posed in this end of term test.

**Referencing Style**

- [Vancouver](#)

**Submission**

Online

**Submission Instructions**

Invigilated end of term test.



## Learning Outcomes Assessed

- Provide a balanced judgement of patient centred and evidence based care in health care decision making
- Make informed decisions using the best available evidence for patient management

## 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