



HLTH11027 *Foundations of Health*

Term 3 - 2017

Profile information current as at 05/05/2024 07:05 am

All details in this unit profile for HLTH11027 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

On successful completion of this unit you will have an appreciation of social determinants on your own and others' health outcomes. You will understand how culture, ethnicity, gender, socioeconomic status and education play out to influence health at individual, community and societal levels. You will explore the impacts of racism, sexism, poverty and inequality on social gradients and the short and long term effects on health. You will also explore the social protective factors of community connectedness and identity. Finally, you will have the opportunity to refine your academic searching and writing skills through the literacy and information literacy resources provided in this unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

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 - 2017

- Distance

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 Undergraduate 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: 10%

2. **Group Work**

Weighting: 10%

3. **Group Work**

Weighting: 40%

4. **Written Assessment**

Weighting: 40%

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 Student feedback

Feedback

Assessment task 3 is weighted too high for a group task (currently 40%). This can be a challenge for students whom are relying on others in their group to work and submit their contributions on time.

Recommendation

Consider changing weighting of Assessment 3 (group task) to 30% and increasing final assessment (individual submission) to 50%.

Feedback from Student feedback

Feedback

Some student groups did not work well without a designated and accepted 'group leader' who could coordinate tasks and timelines.

Recommendation

It is not an expectation that one student from a group will accept the role of 'team leader' however if student groups agree on this feature then it will be encouraged. Whilst group functioning and team work is discussed early in the term by the unit coordinator this could be approached more formally and include an overview of Bruce Tuckman's (1965) five stages of group development. Students should be advised of the reasons why group tasks are a feature of this unit ie. graduate attribute.

Unit Learning Outcomes

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

1. Explain social determinants of health across individual, community and national/global scales.
2. Relate social determinants of health to community connectedness and identity.
3. Demonstrate appropriate referencing in academic writing
4. Develop an appropriate argument in an academic essay
5. Locate and evaluate relevant information using library tools

Not applicable.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 10%	•				
2 - Group Work - 10%	•				
3 - Group Work - 40%	•		•		•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
4 - Written Assessment - 40%		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	
2 - Problem Solving	•	•		•	
3 - Critical Thinking	•	•		•	•
4 - Information Literacy	•	•		•	•
5 - Team Work	•				•
6 - Information Technology Competence					
7 - Cross Cultural Competence	•	•			
8 - Ethical practice		•		•	
9 - Social Innovation					
10 - 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	9	10
1 - Written Assessment - 10%	•	•	•	•		•				
2 - Group Work - 10%	•	•	•	•						
3 - Group Work - 40%	•	•	•	•						
4 - Written Assessment - 40%	•	•	•		•	•				

Textbooks and Resources

Textbooks

HLTH11027

Prescribed

Social determinants of health: a comparative approach
(2015)

Authors: Davidson, A
Oxford University Press
Ontario, Canada
ISBN: 978-0-19-900540-6
Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

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: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Wendy Madsen Unit Coordinator
w.madsen@cqu.edu.au

Schedule

Week 1 - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit	Study Guide 1	

Week 2 - 13 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Social determinants of health - an overview	Study Guide 2 Davidson (2015) pp. 1-14.	

Week 3 - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Shifting scale: from personal to group perspective	Study Guide 3 Davidson (2015) pp. 15-41.	Assessment 1 is due.

Week 4 - 27 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood as a social determinant of health	Study Guide 4 Davidson (2015) pp. 96-115.	

Vacation Week - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 5 - 11 Dec 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Education as a social determinant of health	Study Guide 5 Davidson (2015) pp. 115-123.	Assessment 2 is due.
Week 6 - 18 Dec 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Gender as a social determinant of health	Study Guide 6 Davidson (2015) pp. 161-179.	
Week 7 - 01 Jan 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Culture and ethnicity as a social determinant of health	Study Guide 7 Eckersley (2007) - see link in Study Guide Davidson (2015) pp. 145-159.	
Week 8 - 08 Jan 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Socioeconomic status as a social determinant of health	Study Guide 8 Davidson (2015) pp. 65-95; 180-200.	
Week 9 - 15 Jan 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Health effects associated with lower social gradient	Study Guide 9 Davidson (2015) pp. 65-95 (NB you should have read this chapter last week, but you will need to refer to it again this week).	Assessment 3 is due.
Week 10 - 22 Jan 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Protective social factors to negative effects of determinants of health	Study Guide 10 Davidson (2015) pp. 125-143.	
Week 11 - 29 Jan 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Exploring community connectedness and the built environment	Study Guide 11 Davidson (2015) pp. 201-215,	
Week 12 - 05 Feb 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Review/Exam Week - 12 Feb 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 4 is due.
Exam Week - 12 Feb 2018		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Individual reflective paper

Assessment Type

Written Assessment

Task Description

Reflect on the following questions and write a reflective paper of 750 words on how these issues have impacted on you and your family. You do not need to worry about following a particular format for your reflective paper, but please ensure you have clear sentences and paragraphs so others can understand your meaning.

Questions to reflect on:

- How has the level of my or my family's income influenced my health?
- How did my early childhood experiences influence my health?
- How has my education influenced my health?
- How has my gender influenced my health? Have I ever experienced sexism?
- How has my ethnic background influenced my health? How has my cultural background influenced my health or the way I think about health?

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Assessment Due Date

Week 3 Monday 20/11/2017 at 11.45PM

Return Date to Students**Weighting**

10%

Assessment Criteria

This assessment is a Pass/Fail assessment. You need to complete the assessment in order to pass. Please note, your paper will be used as part of the group assessment (Assessment 2). Failure to undertake Assessment 1 will inhibit your ability to participate in Assessment 2.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain social determinants of health across individual, community and national/global scales.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Group analysis

Assessment Type

Group Work

Task Description

In your groups (you will be assigned a group in week 3; *GROUPS of 3-4 students*) you need to analyse the reflective papers of your group and draw out common pattern ideas, using the template provided in Moodle. Only one member of the group will be required to submit this assessment on behalf of the entire group. All members of the group will receive the same grade (Pass), except if a member has not contributed a reflective paper or contributed to the thematic analysis.

Assessment Due Date

Week 5 Monday 11/12/2017 at 11.45PM

Return Date to Students**Weighting**

10%

Assessment Criteria

This is a Pass/Fail assessment. You will receive a Pass grade provided you have submitted a reflective paper used for the group analysis and have contributed to the analysis of the papers. Failure to submit a reflective paper or to make a

contribution to the analysis will result in a Fail grade for this assessment.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Only one member of the group submits the group assessment, which needs to be submitted online. Please ensure all group member names are included on the assessment.

Learning Outcomes Assessed

- Explain social determinants of health across individual, community and national/global scales.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

3 Group workbook

Assessment Type

Group Work

Task Description

Continuing in your groups from Assessment 2, work through the Workbook provided on Moodle. This Workbook covers the content from weeks 4-8 and requires you to consider the meaning of the topics, find relevant journal articles, and explain the topic from experiential and theoretical perspectives.

Assessment Due Date

Week 9 Monday 15/1/2018 at 11.45PM

Return Date to Students

Weighting

40%

Assessment Criteria

You will receive a combination of group and individual marks for this assessment. Your group Workbook will be assessed according to: exploration of the meaning of the topics according to the textbook (15%) and experiences of the group from Assessment 2 (15%); relevance of journal articles (10%); explanation of group experiences from a theoretical perspective (35%).

All student will receive the same mark for the Workbook.

IN ADDITION, you will each receive an individual mark work (up to 25%) related to your contribution to the group work that is judged by other members of the group. This mark will be based on your cooperation, contribution and participation to the group work. The template for peer contributions is available on the Moodle site.

A complete marking criteria is available on the Moodle site.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

ONE member of the group submits the Workbook. ALL members must submit their peer assessment of contributions form.

Learning Outcomes Assessed

- Explain social determinants of health across individual, community and national/global scales.
- Demonstrate appropriate referencing in academic writing
- Locate and evaluate relevant information using library tools

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

4 Individual essay

Assessment Type

Written Assessment

Task Description

Using one of the narratives provided in the Study Guides (Weeks 4-9), write a 2000 word essay that explains how community connectedness and/or identity could be protective factors for health for the main character.

Assessment Due Date

Review/Exam Week Monday 12/2/2018 at 11.45PM

Return Date to Students

Your essay will be returned within 2 weeks of the submission date.

Weighting

40%

Assessment Criteria

The essay will be assessed according to: structure (15%); content related to topic, tightness of argument, and support from relevant sources (75%); and accuracy of referencing (10%).

A comprehensive marking criteria is available on the Moodle site.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Relate social determinants of health to community connectedness and identity.
- Demonstrate appropriate referencing in academic writing
- Develop an appropriate argument in an academic essay
- Locate and evaluate relevant information using library tools

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence

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