



# HLTH11027 Foundations of Health

## Term 1 - 2018

Profile information current as at 20/04/2024 08:47 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 1 - 2018

- Bundaberg
- Cairns
- Distance
- Rockhampton
- Townsville

#### 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: 30%

#### 4. **Written Assessment**

Weighting: 50%

### 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 from an individual scale
2. Explain social determinants of health across community and national/global scales
3. Relate social determinants of health to community connectedness and identity
4. Demonstrate appropriate referencing in academic writing
5. Develop an appropriate argument in an academic essay
6. 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	6
1 - Written Assessment - 10%	•					
2 - Group Work - 10%	•					
3 - Group Work - 30%		•		•		•

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
4 - Written Assessment - 50%		•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - 30%	•	•	•	•						
4 - Written Assessment - 50%	•	•	•		•	•				

## Textbooks and Resources

### Textbooks

HLTH11027

#### Prescribed

**Social determinants of health: a comparative approach**  
(2015)

Authors: Alan Davidson  
Oxford University Press  
Ontario , Canada  
ISBN: 13:978-0-19-900540-6  
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)
- ZOOM

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Anthea Oorloff** Unit Coordinator  
[a.oorloff@cqu.edu.au](mailto:a.oorloff@cqu.edu.au)

**Wendy Madsen** Unit Coordinator  
[w.madsen@cqu.edu.au](mailto:w.madsen@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning histories		

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Social determinants of health	Chapter 1, pp 1-14	

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Changing our perspectives of health	Chapter 1, pp 15-41	<b>Assessment 1</b> Due: Week 3 Monday (19 Mar 2018) 11:45 pm AEST

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood experiences	Chapter 4, pp 96-115	

<b>Week 5 - 02 Apr 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Education	Chapter 4, pp 115-123	<b>Assessment 2</b> Due: Week 5 Tuesday (3 Apr 2018) 11:45 pm AEST
<b>Vacation Week - 09 Apr 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Mid-term break		
<b>Week 6 - 16 Apr 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Gender	Chapter 7, pp 161-179	
<b>Week 7 - 23 Apr 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Culture & ethnicity	Chapter 6, pp 145-159	
<b>Week 8 - 30 Apr 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Socioeconomic status	Chapter 3, pp 65-95 Chapter 8, pp 180-200	
<b>Week 9 - 07 May 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Social gradient of health		<b>Assessment 3</b> Due: Week 9 Tuesday (8 May 2018) 11:45 pm AEST
<b>Week 10 - 14 May 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Protective factors	Chapter 5, pp 125-143	
<b>Week 11 - 21 May 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Build environment	Chapter 9, pp 201-215	
<b>Week 12 - 28 May 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
No topic/readings this week		
<b>Review/Exam Week - 04 Jun 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		<b>Assessment 4</b> Due: Review/Exam Week Monday (4 June 2018) 11:45 pm AEST
<b>Exam Week - 11 Jun 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Assessment 1

#### 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. [Week 1 study guide](#) will give you some tips on this assignment.

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?

**Assessment Due Date**

Week 3 Monday (19 Mar 2018) 11:45 pm AEST

**Return Date to Students**

Week 5 Monday (2 Apr 2018)

**Weighting**

10%

**Assessment Criteria**

This is a Pass/Fail assessment based on submitting or not. You need to submit by the due date because this assessment forms the group work and Assessment 2.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Explain social determinants of health from an individual scale

**Graduate Attributes**

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

## 2 Assessment 2

**Assessment Type**

Group Work

**Task Description**

In your groups (you will be assigned a group in week 3 or early week 4; *GROUPS of 3-4 students*) you need to analyse the reflective papers (assessment item 1) of each member of your group and draw out common pattern ideas, using the [template](#) provided in Moodle (shown below). A [sample completed template](#) is located on the course Moodle site in the block called "Resources".

**Grading:** 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 (Fail). Each group member will receive a copy of the marked assignment as well as the grade.

**Assessment Due Date**

Week 5 Tuesday (3 Apr 2018) 11:45 pm AEST

**Return Date to Students**

Week 7 Wednesday (25 Apr 2018)

**Weighting**

10%

**Assessment Criteria**

You will receive a Pass/Fail based on contributing to the analysis.

**Referencing Style**

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

## Submission

Online

## Learning Outcomes Assessed

- Explain social determinants of health from an individual scale

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

# 3 Assessment 3

## Assessment Type

Group Work

## Task Description

In your group you will complete a [workbook](#) that relates to the literature and your own experiences around the social determinants of health. You will choose three factors to focus on in your assignment. This workbook is available via the 'resources' block on the Moodle site. Your group submission will be the workbook itself.

Peer assessment - 10% of your marks for this assessment (3 marks) is allocated to 'peer assessment of contributions' so it is in each student's interest to participate and contribute satisfactorily. You will each submit your own completed 'peer assessment table' with your score for each team member. A copy of this score table is located in the 'resources' block on the Moodle site. You will need to submit this when your chosen group member submits your group assignment. Your grade from this assessment will be calculated from your group score plus your peer assessment score. A copy of this marking criteria is located in the 'resources' block on the Moodle site.

**Return of assessments:** Each group member will receive a copy of the marked workbook and grade which will include peer assessment.

**Submissions:** Online. One group member will submit the completed workbook on behalf of the group. Please ensure each group member's name and student number are included on the cover sheet. **Peer assessment:** Every member from the group will submit their own completed '[peer assessment table](#)'. This must be submitted the same day as when the chosen group member submits the group workbook. This can be submitted via 'Assessment 3' on Moodle.

## Assessment Due Date

Week 9 Tuesday (8 May 2018) 11:45 pm AEST

## Return Date to Students

Week 11 Wednesday (23 May 2018)

## Weighting

30%

## Assessment Criteria

A detailed marking rubric is available on the course Moodle site.

## Referencing Style

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

## Submission

Online

## Submission Instructions

One group member will submit the completed workbook on behalf of the group. Please ensure each group member's name and student number are included on the cover sheet. Peer assessment: Every member from the group will submit their own completed 'peer assessment table'. This must be submitted the same day as when the chosen group member submits the group workbook. This can be submitted via 'Assessment 3'.

## Learning Outcomes Assessed

- Explain social determinants of health across 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 Assessment 4

### **Assessment Type**

Written Assessment

### **Task Description**

Using one of the narratives provided in the Study Guides (weeks 4 - 9), write an essay of 1,500 - 2,000 words that explains how community connectedness and/or identity could be protective factors for health for the main character. Have a look at "week 10 - protective factors" from the course, this will give you some ideas how to approach this final assessment.

In your submission include the character name and week of study guide on your cover note eg. "Jimmy, week 4". In the 'resources' block on Moodle you will find a basic essay plan outline as well as a sample essay to help guide you on how to write an essay. You will also find a copy of the [marking criteria](#) in the 'resources' block.

### **Assessment Due Date**

Review/Exam Week Monday (4 June 2018) 11:45 pm AEST

### **Return Date to Students**

Results of the final assessment will be released with the release of grades for Term 1

### **Weighting**

50%

### **Assessment Criteria**

A detailed marking rubric is available on the course Moodle site.

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

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