



HLTH11027 *Foundations of Health*

Term 3 - 2019

Profile information current as at 14/12/2025 12:39 pm

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 - 2019

- 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 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 Unit evaluation

Feedback

Too many group assessments. The group assessments require a lot of contact which can be difficult for distance students who are juggling work, family and study commitments.

Recommendation

The number of group assessments will be reduced from term 1, 2020.

Feedback from Unit evaluation

Feedback

The text book should be compulsory. Students who choose not to buy the text book are not able to complete their section of the group assessment.

Recommendation

The text book currently is compulsory and will remain so. The assessment tasks will be changed so that there is less reliance on purchase of the text book to complete the group task.

Feedback from Public Health Head Of Course

Feedback

Embed Social Innovation into the Bachelor of Public Health course by placing the CQU iChange into this unit.

Recommendation

The CQU iChange module will be added to the unit from term 1, 2020.

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%	•					

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
3 - Group Work - 30%		•		•		•
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
(2014)

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

Additional Textbook Information

There is a new edition of the prescribed textbook: 'Social Determinants of Health: A comparative approach by Alan Davidson to be published in 2019. There are a few small additions within the existing chapters. We will still be using the original 2014 edition for Term 3 (and readings will reflect this on the Moodle).

[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 styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator
r.preston@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Learning histories		

Week 2 - 18 Nov 2019

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

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Changing our perspectives of health Chapter 1, pp 15-41

Assessment 1 Due: Monday 25
November 11:45pm

Assessment 1 Due: Week 3 Monday
(25 Nov 2019) 11:45 pm AEST

Week 4 - 02 Dec 2019

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

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mid-term break		

Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Education	Chapter 4, pp 115-123	Assessment 2: Due Monday 16 December 2019 11:45pm

Assessment 2 Due: Week 5 Monday
(16 Dec 2019) 11:45 pm AEST

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Gender	Chapter 7, pp 161-179	

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Culture & ethnicity	Chapter 6, pp 145-159	

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Socioeconomic status	Chapter 3, pp 65-95 Chapter 8, pp 180-200	

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Social gradient of health		Assessment 3: Due Monday 20 January 2019 11:45pm

Assessment 3 Due: Week 9 Monday
(20 Jan 2020) 11:45 pm AEST

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Protective factors	Chapter 5, pp 125-143	

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Build environment	Chapter 9, pp 201-215	

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
No topic/readings this week		

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic

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 (25 Nov 2019) 11:45 pm AEST

Return Date to Students

Vacation Week Monday (9 Dec 2019)

Weighting

10%

Assessment Criteria

This is a Pass/Fail assessment based on completion of the task. You need to submit by the due date because this assessment forms the group work and Assessment 2.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [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 assign yourself to a group by week 3; *GROUPS of 3 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.

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 Monday (16 Dec 2019) 11:45 pm AEST

Return Date to Students

Week 7 Monday (6 Jan 2020)

Each member of the group will receive a copy of the marked assessment.

Weighting

10%

Assessment Criteria

You will receive a Pass/Fail based on completion of the analysis.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Only one member of the group will submit the assessment.

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

Your group will complete a workbook that relates to the literature and your group members' experiences around the social determinants of health. 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 Monday (20 Jan 2020) 11:45 pm AEST

Return Date to Students

Week 11 Monday (3 Feb 2020)

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

Weighting

30%

Assessment Criteria

A detailed marking rubric is available on the unit Moodle site. You will be assessed according to: 1) consistency of meaning across sections; 2) appropriateness of identified journal articles; 3) level of explanation of group experiences from a theoretical perspective; 4) peer contribution score.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online Group

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 unit, 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

Exam Week Monday (17 Feb 2020) 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%

Minimum mark or grade

50%

Assessment Criteria

A detailed marking rubric is available on the unit Moodle site. You will be assessed according to: 1) structure of the essay; 2) level of exploration of community connectedness/identity and health; 3) consistency in argument; 4) support provided to argument from relevant literature; 5) acknowledgement of sources of information and referencing accuracy.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [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