



HLTH11027 Foundations of Health

Term 1 - 2020

Profile information current as at 01/07/2022 03:03 pm

All details in this unit profile for HLTH11027 have been officially approved by CQU University 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 early childhood experiences, 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 and be introduced to key social innovation concepts. 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 - 2020

- Bundaberg
- Cairns
- Online
- 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. **Online Quiz(zes)**

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 - Online Quiz(zes) - 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 - Online Quiz(zes) - 30%		•		•					•	
4 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

HLTH11027

Prescribed

Social determinants of health: a comparative approach

2nd edition (2019)

Authors: Davidson, A

Oxford University Press

Don Mills , Ontario , Canada

ISBN: 978-0-19-903220-4

Binding: Paperback

Additional Textbook Information

This text book is also available as an eText. However, paper copies are still available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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:

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

For further information, see the Assessment Tasks.

Teaching Contacts

Anthea Oorloff Unit Coordinator

a.oorloff@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Learning histories		Add yourself to a group for Assessment 2

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Social determinants of health	Chapter 'Introduction: The Conventional Understanding of Health and Its Alternatives' 2014 ed., pp 1-14; 2019 ed., pp 1-14	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Changing our perspectives of health	Chapter 'Thinking about Individual and Population Health': 2014 ed., pp 15-41; 2019 ed., pp 15-42	Reflective paper Due: Week 3 Monday (23 Mar 2020) 11:45 pm AEST

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood experiences	Chapter 'Childhood and the Transition to Adulthood' 2014 ed., pp 96-115; 2019 ed., pp 128-148	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Education	Chapter 'Childhood and the Transition to Adulthood' 2014 ed., pp 115-123; 2019 ed., pp 148-155	Group WIKI Due: Week 5 Monday (6 Apr 2020) 11:45 pm AEST

Vacation Week - 13 Apr 2020

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

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Gender	Chapter 'Gender and Health' 2014 ed., pp 161-178; 2019 ed., pp 159-181	

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Culture & ethnicity	Chapter 'Health of Aboriginal/Indigenous Peoples': 2014 ed., pp 145-159; 2019 ed., pp 206-224.	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Socioeconomic status	Chapter 'Income, Inequality, and Health': 2014 ed., pp 65-95; 2019 ed., pp 94-125. and Chapter 'Employment, Working Conditions, and Health': 2014 ed, pp 181-200; 2019 ed, pp 226-248	Quiz 1: Opens Monday 27th April, closes Friday 8th May

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Social gradient of health		

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Protective factors	Chapter 'Social Support, Social Capital, Social Exclusion and Racism' 2014 ed., pp 125-143; 2019 ed., pp 183-204	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Build environment	Chapter 'Housing and Neighbourhood': 2014 ed., pp 201-215; 2019 ed., pp 251-263	
Week 12 - 01 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Social Innovation	CQUniversity Social Innovation iChange Module	Quiz 2: Social Innovation and iChange module completion due Friday 5th June
Review/Exam Week - 08 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
		Essay Due: Review/Exam Week Monday (8 June 2020) 11:45 pm AEST
Exam Week - 15 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Reflective paper

Assessment Type

Written Assessment

Task Description

This assessment will form the background detail for your group work assignment (Assessment 2).

For this assessment, 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 (23 Mar 2020) 11:45 pm AEST

Submit as a Word Document

Return Date to Students

Week 5 Tuesday (7 Apr 2020)

Weighting

10%

Assessment Criteria

You need to submit by the due date as this assessment forms the background detail for your group work Assessment 2. Your responses to each of the assessment questions will be marked according to their broad relevance to the Social Determinants of Health covered in this unit. See the Moodle site for a detailed marking rubric.

Referencing Style

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

Submission

Online

Submission Instructions

Submit as a Word document

Learning Outcomes Assessed

- Explain social determinants of health from an individual scale

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence

2 Group WIKI

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 WIKI template provided in Moodle.

Grading: All members of the group will receive the same grade for the group WIKI component, except if a member has not contributed a reflective paper or contributed to the thematic analysis. Each group member will receive a copy of the markers notes as well as their grade. 10% of your marks for this assignment is allocated to your individual contribution to the group assessment.

Assessment Due Date

Week 5 Monday (6 Apr 2020) 11:45 pm AEST

Once the group WIKI is completed, one group member will submit a completed cover page via the Assessment submission portal on Moodle with each group member's name and student number. The group WIKI will be marked from the Moodle site and does not need to be submitted via the Assessment portal.

Return Date to Students

Week 7 Tuesday (28 Apr 2020)

Each member of the group will receive a copy of the markers notes and their grade for the assignment

Weighting

10%

Assessment Criteria

Your group generated themes from the WIKI will be marked according to their broad relevance to the Social Determinants of Health covered in this unit. Individual component will be marked according to adequacy and quality of contribution. See the Moodle site for a detailed marking rubric.

Referencing Style

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

Submission

Online Group

Submission Instructions

One group member will submit a completed cover page via the Assessment submission portal on Moodle with each group member's name and student number.

Learning Outcomes Assessed

- Explain social determinants of health from an individual scale

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work

3 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

Task Description

There are two components to the online quizzes.

Quiz 1: The first online quiz relates to the social determinants of health. This quiz is open-book and contains fifteen (15) questions. Completion of the quiz is done online. This quiz contributes a possible 15 marks (15%) towards the final grade for the unit. Only one attempt is possible on this quiz and once the quiz has closed no further attempts can be made. Late penalties are not applicable and failure to complete the quiz by the closing date will result in a mark of zero for that quiz.

Quiz 1 - Opens Monday 27th April and **closes Friday 8th May** (Week 8)

Quiz 2: The second online quiz relates to Social Innovation and involves completion of the CQUniversity iChange Module. This assessment contributes 15 marks (15%) towards the final grade for the unit. The iChange Module can be accessed via the CQUniversity Social Innovation website, details are provided on the unit Moodle page. iChange is an online module that contains six social innovation themed units and quizzes, once completed you will be issued a completion certificate. You may commence this module at any time during the term however you will need to have completed the module and associated quizzes by the Friday of Week 12. Completion of this assessment is done by submitting your iChange completion certificate (worth 80% of your marks for Quiz 2) and a 200 word short answer response (worth 20% of your marks for Quiz 2) via the Quiz 2 assessment portal by **Friday 5th June**.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

See Moodle site

Return Date to Students

Results of Quiz 1 will be released once the quiz has closed, results of Quiz 2 assessment will be 22nd June

Weighting

30%

Assessment Criteria

Your short answer response will be marked on your level of exploration of social innovation in a real world context.

Referencing Style

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

Submission

Online

Submission Instructions

Upload your iChange completion certificate, via file upload, and write your short response directly on the Quiz 2 assessment portal.

Learning Outcomes Assessed

- Explain social determinants of health across community and national/global scales
- Relate social determinants of health to community connectedness and identity
- Locate and evaluate relevant information using library tools.

Graduate Attributes

- Problem Solving
- Information Literacy
- Social Innovation

4 Essay

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

Review/Exam Week Monday (8 June 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

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

Submission

Online

Submission Instructions

Submit as a Word document

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
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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