



HLTH11027 Foundations of Health

Term 3 - 2020

Profile information current as at 20/06/2021 11:35 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 3 - 2020

- 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. **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 Student unit evaluation

Feedback

Use the weekly live Zoom tutorial sessions to discuss the weekly topic covered in the lectures

Recommendation

A small section of the weekly live Zoom tutorial will be allocated to the topic covered for the week from term 1, 2021

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 - 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 | • | • | • | • | • | |

| Graduate Attributes | Learning Outcomes | | | | | |
|---------------------------------------|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 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 | | | • | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | |
|------------------------------|---------------------|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 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

It is preferable that students obtain the current edition of this textbook (2nd edition), however, if students have the first edition of this text, this is also acceptable to use. The details of the first edition are provided below.

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)
- ZOOM

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lisa Bricknell Unit Coordinator
l.bricknell@cqu.edu.au

Sarah Mcnicol Unit Coordinator
s.mcnicol@cqu.edu.au

Schedule

Week 1 - 09 Nov 2020

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

Week 2 - 16 Nov 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 Nov 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 Nov 2020) 11:45 pm AEST |

Week 4 - 30 Nov 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 | |

Vacation Week - 07 Dec 2020

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

Week 5 - 14 Dec 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 (14 Dec 2020) 11:45 pm AEST |

Week 6 - 21 Dec 2020

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

Vacation Week - 28 Dec 2020

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

Week 7 - 04 Jan 2021

| 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 - 11 Jan 2021

| 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 |
|----------------------|---|

Week 9 - 18 Jan 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---------|--|
| Social gradient of health | | Quiz 1: Opens Monday of Week 7, closes Friday of Week 9. |

Week 10 - 25 Jan 2021

| 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 - 01 Feb 2021

| 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 - 08 Feb 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|---|--|
| Social Innovation | CQUniversity Social Innovation iChange Module | Quiz 2: Social Innovation and iChange module completion due by Friday of Week 12 |

Exam Week - 15 Feb 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|--|
| | | Essay Due: Exam Week Monday (15 Feb 2021) 11:45 pm AEST |

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 Nov 2020) 11:45 pm AEST

Submit as a Word Document

Return Date to Students

Week 5 Tuesday (15 Dec 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

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

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. You will need to cut and paste your WIKI onto a Word document for submission. Please identify the contribution made by each student on the assignment tables.

Assessment Due Date

Week 5 Monday (14 Dec 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. You will need to cut and paste your WIKI onto a Word document for submission. Please identify the contribution made by each student on the assignment tables.

Return Date to Students

Week 7 Tuesday (5 Jan 2021)

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

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

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 4th January (Week 7) and **closes Friday 22nd January** (Week 9)

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 12th February (Week 12)**.

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 by 1st March.

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

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

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. 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 (15 Feb 2021) 11:45 pm AEST

Return Date to Students

Results of the final assessment will be released with the release of grades for Term 3

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 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

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.

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

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.