



HLTH11027 *Foundations of Health*

Term 3 - 2024

Profile information current as at 06/12/2024 06:16 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 - 2024

- 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: 20%

2. **Online Quiz(zes)**

Weighting: 30%

3. **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 coordinator reflection

Feedback

Clinical health science students benefit from having the relevance of unit concepts (that relate to the social determinants of health) made to their clinical practice.

Recommendation

Continue to explain the relevance of foundational health concepts to clinical practice throughout the term, particularly for clinical health science students.

Feedback from Unit coordinator reflection, student feedback via email

Feedback

Assessment 1 involves self-reflection on questions students might find confronting and personally challenging to respond to.

Recommendation

Offer students an additional option for completing Assessment 1, where they can choose student sample responses to use to address the reflective questions.

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 - 20%	•					
2 - Online Quiz(zes) - 30%	•	•	•			•
3 - 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						

Textbooks and Resources

Textbooks

HLTH11027

Prescribed

Social Determinants of Health: A Comparative Approach

Edition: 2nd (2019)

Authors: Davidson, A

Oxford University Press

Don Mills , Ontario , Canada

ISBN: 978-0-19-903220-4

Binding: Paperback

Additional Textbook Information

This textbook is available as an eBook, via a 'rent' or 'buy' purchase. Students may use the 1st edition of this textbook also. Relevant chapter readings will be provided for the textbook's 1st and 2nd editions.

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator

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Schedule

Week 1 - 04 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Learning histories		

Week 2 - 11 Nov 2024

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

Textbook:
Chapter 'Introduction: The Conventional Understanding of Health and Its Alternatives'.
2014 edition, pp 1-14;
2019 edition, pp 1-14.
Additional supplementary readings are available, if interested, on the eReading list.

Week 3 - 18 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Changing our perspectives of health	Textbook: Chapter 'Thinking about Individual and Population Health'. 2014 edition, pp 15-41; 2019 edition, pp 15-42. Additional supplementary readings are available, if interested, on the eReading list.	

Week 4 - 25 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Early childhood experiences	Textbook: Chapter 'Childhood and the Transition to Adulthood'. 2014 edition, pp 96-115; 2019 edition, pp 128-148. Additional supplementary readings are available, if interested, on the eReading list.	

Week 5 - 02 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Education	Textbook: Chapter 'Childhood and the Transition to Adulthood'. 2014 edition, pp 115-123; 2019 edition, 148-155. Additional supplementary readings are available, if interested, on the eReading list.	Reflective response Due: Week 5 Monday (2 Dec 2024) 11:45 pm AEST

Week 6 - 09 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Gender	Textbook: Chapter 'Gender and Health'. 2014 edition, pp 161-178; 2019 edition, 159-181. Additional supplementary readings are available, if interested, on the eReading list.	

Week 7 - 16 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Culture & ethnicity	Textbook: Chapter 'Health of Aboriginal/Indigenous Peoples'. 2014 edition, pp 145-159; 2019 edition, pp 206-224. Additional supplementary readings are available, if interested, on the eReading list.	Quiz 1, Social Determinants of Health, opens Monday of Week 7

Vacation Week - 23 Dec 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Mid-term break		
Vacation Week - 30 Dec 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Mid-term break		
Week 8 - 06 Jan 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Socioeconomic status	Textbook: Chapter 'Income, Inequality, and Health'. 2014 edition, pp 65-95; 2019 edition, pp 94-125; and Chapter 'Employment, Working Conditions, and Health'. 2014 edition, pp 181-200; 2019 edition, pp 226-248. Additional supplementary readings are available, if interested, on the eReading list.	
Week 9 - 13 Jan 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Social gradient of health	See Week 9 eReading list.	
Week 10 - 20 Jan 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Protective factors	See Week 10 eReading list. Plus, textbook: Chapter 'Social Support, Social Capital, Social Exclusion and Racism'. 2014 edition, pp 125-143; 2019 edition., pp 183-204.	Quiz 1, Social Determinants of Health - closes Monday of Week 10, 11:45PM
Week 11 - 27 Jan 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Built environment	See Week 11 eReading list. Textbook: Chapter 'Housing and Neighbourhood'. 2014 edition, pp 201-215; 2019 edition, pp 251-263.	
Week 12 - 03 Feb 2025		
Module/Topic	Chapter	Events and Submissions/Topic
Essay Question & Answer week		Quiz 2 Part A & B - iChange module completion and social Innovation quiz due by Monday of Week 12, 11:45PM Essay Due: Week 12 Friday (7 Feb 2025) 11:45 pm AEST
Exam Week - 10 Feb 2025		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Reflective response

Assessment Type

Written Assessment

Task Description

There are *two* options for this assessment. You will choose *one* option (Option A or Option B).

Option A (Self-reflection and two sample individuals)

Step 1: Start by reflecting on these five questions on how these issues have impacted you and your family. Write a 100-150 word response to *each* of these five questions:

1. How has the level of my or my family's income influenced my life outcomes and health?
2. How did my early childhood experiences influence my life outcomes and health?
3. How has my education level influenced my life outcomes and health?
4. How has my gender influenced my life outcomes and health?
5. How has my ethnic background and/or cultural background influenced my life outcomes and health or the way I think about health?

Step 2: Choose two sample individuals from the eight individual 'reflective responses' on Moodle and review their responses to the questions.

Step 3: Use the template provided on Moodle to analyse your reflective response and the other two reflective responses. Draw out common pattern ideas. In the template your response is 'extract 1', and the other two sample individuals will form 'extract 2' and 'extract 3'.

Option B (Interview reflection and two sample individuals)

Step 1: Interview someone you know and ask them the five questions (see Option A above). The person you interview could be a friend, colleague or family member. They might be older than you, a different gender, or of a different cultural/ethnic background.

Step 2: Reflect on their five answers. Write a 100-150 word response to each of these five questions.

Step 3: Choose two sample individuals from the eight individual 'reflective responses' on Moodle and review their responses to the questions.

Step 4: Use the template provided in Moodle to analyse your individual's reflective response and the other two reflective responses. Draw out common pattern ideas. In the template your interview response is 'extract 1', and the other two sample individuals will form 'extract 2' and 'extract 3'

Please only choose option B if you are comfortable asking these questions of someone, and you are certain that you will not cause this person any undue distress. You should not name this person in the template and can refer to them as 'extract 1'.

Assessment Due Date

Week 5 Monday (2 Dec 2024) 11:45 pm AEST

Please submit as a Word document.

Return Date to Students

Week 7 Monday (16 Dec 2024)

Weighting

20%

Assessment Criteria

Your generated themes from the template 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain social determinants of health from an individual scale

Graduate Attributes

2 Quiz 1 and Quiz 2 (Parts A & B)

Assessment Type

Online Quiz(zes)

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. Quiz 1 - Opens Monday of week 7 and closes Monday of week 10.

Quiz 2: The second online quiz relates to Social Innovation and involves: A) completion of the CQUniversity iChange Module, and B) answering three multiple-choice questions that relate to social innovation. 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 the iChange module at any time during the term however you will need to have completed the module and uploaded your completion certificate (Part A) and answered the associated Social Innovation multiple choice questions (Part B) by the Monday of Week 12.

Completion of the Quiz 2 assessment is done by submitting your iChange completion certificate (Part A, worth 12%) and answering the three multiple-choice questions (Part B, worth 3%) via the Quiz 2 assessment portal by Monday of Week 12.

Number of Quizzes**Frequency of Quizzes****Assessment Due Date**

Quiz 1 closes Monday of week 10: 20 January 2025, 11.45PM AEST. Quiz 2 must be completed by Monday of week 12, 3 February 2025, 11:45PM AEST.

Return Date to Students

Results of Quiz 1 will be released once the quiz has closed. Results of Quiz 2 assessment will be released by Revision week.

Weighting

30%

Assessment Criteria

Each question in Quiz 1 and Quiz 2 (Part B) are worth 1 mark each. By uploading your iChange completion certificate (Quiz 2, Part A), you will automatically earn the 12 marks this task is worth.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain social determinants of health from an individual scale
- 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

3 Essay

Assessment Type

Written Assessment

Task Description

Using one character, as shown in the case examples on the Moodle site, write an essay of 1,500 - 2,000 words that explores how social and/or community connectedness could be protective for the health of the character. The focus of your essay will be an exploration of one avenue (of your choosing) for your character to connect to others and/or their community and how this will bring benefits to their health.

In your submission, include the character name e.g. "Daniel". In the 'resources' block on Moodle, you will find the case examples that you can choose from, a sample essay and a copy of the marking criteria.

Assessment Due Date

Week 12 Friday (7 Feb 2025) 11:45 pm AEST

Return Date to Students

After confirmation of grades

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 social/community connectedness 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 7th Edition \(APA 7th edition\)](#)

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

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