



PBHL20005 *Global Public Health*

Term 2 - 2019

Profile information current as at 06/05/2024 12:22 am

All details in this unit profile for PBHL20005 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

This unit focuses on global health issues from a social-ecological public health perspective. You will explore the United Nations Sustainable Development Goals (SDGs) as they relate to global public health and examine a range of public health issues including communicable disease, climate change, gender equity and food security. Key concepts covered in this unit include inequality, social justice, and human rights across a range of populations, regions, and contexts. Multi-sectoral partnerships at a local, national and international level will be analysed, in addition to a specific focus on the global engagement of stakeholders to support the implementation of the SDGs. You will have the opportunity to develop innovative public health interventions to address specific targets relating to the SDGs in a particular region or context using the theory of salutogenesis. A project proposal and grant application relating to one of the SDGs will be developed to address a specific public health challenge in a region or context of your choice.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-requisites: PBHL20001 Understanding Public Health PBHL20004 Public Health Action and Evaluation

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 2 - 2019

- Melbourne
- 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 Postgraduate 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: 40%

2. **Written Assessment**

Weighting: 60%

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](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the overall framework of the United Nations Sustainable Development Goals (SDGs) and be able to critique the challenges, opportunities, trends and possible futures for at least one of these SDGs
2. Justify community-based and community-led public health approaches as they relate to the SDGs in a particular region or context
3. Evaluate the importance of multi-sectoral partnerships at a local, national and international level and analyse key actors or partners as they relate to SDGs in a particular region or context
4. Reflect on own communication skills and cultural humility to enable effective partnership formation
5. Utilise the theory of salutogenesis to investigate key factors that support the promotion of health within the context of the SDGs
6. Critique case studies related to the SDGs and assess how social and environmental determinants of health contribute to the production of health inequalities
7. Design innovative public health interventions to address specific targets related to the SDGs in a particular region or context.


Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Written Assessment - 40%	•	•	•		•	•	
2 - Group Work - 60%	•	•		•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Knowledge							
2 - Communication							
3 - Cognitive, technical and creative skills							
4 - Research							
5 - Self-management							
6 - Ethical and Professional Responsibility							
7 - Leadership							
8 - 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
1 - Written Assessment - 40%								
2 - Group Work - 60%								

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Catherine O'Mullan Unit Coordinator

c.omullan@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Sustainable Development Goals	Various readings and learning materials.	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Political & Economic Determinants of Health	Various readings and learning materials.	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Environmental Determinants of Health	Various readings and learning materials.	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Social Determinants of Health	Various readings and learning materials.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment 1 (Short answer questions)

Global Health Partnerships & Actors

Various readings and learning materials.

Sustainable Development Goals: Public Health Case Study Due: Week 5 Monday (12 Aug 2019) 11:45 pm AEST

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Maternal, Newborn & Child Health

Various readings and learning materials.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Infectious Diseases

Various readings and learning materials.

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Non-communicable disease

Various readings and learning materials.

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Mental Health & Substance Misuse

Various readings and learning materials.

Assessment 2 Part A (Expression of Interest)

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Injuries & Violence

Various readings and learning materials.

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Community Based Public Health Approaches

Various readings and learning materials.

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Recap and Reflection

Various readings and learning materials.

Assessment 2 Part B (Presentation)

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

A 2 hour tutorial for this unit will be held on the Melbourne campus. Dates and times to be advised.

Assessment Tasks

1 Sustainable Development Goals: Public Health Case Study

Assessment Type

Written Assessment

Task Description

In this unit, we have been looking at the 17 Sustainable Development Goals. In preparation for this online written assessment (5 short answer questions), you will need to choose an important public health issue from your home country and be prepared to answer questions to test your understanding of issues and concepts relating to the SDGs in this country. Answers will be concise (approx 300 words per answer).

Assessment Due Date

Week 5 Monday (12 Aug 2019) 11:45 pm AEST

This online written assessment will be undertaken in week 5.

Return Date to Students

Within two weeks of submission

Weighting

40%

Minimum mark or grade

To pass this unit, a minimum of 45% must be achieved for this activity. Overall pass rate for the unit is 50%.

Assessment Criteria

Each question will be allocated a mark. Total marks allocated will be 40. The marks for each question will be visible to students once they log into the assessment.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Justify community-based and community-led public health approaches as they relate to the SDGs in a particular region or context
- Utilise the theory of salutogenesis to investigate key factors that support the promotion of health within the context of the SDGs
- Critique case studies related to the SDGs and assess how social and environmental determinants of health contribute to the production of health inequalities

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

2 Group Work (Public Health Project Proposal)

Assessment Type

Written Assessment

Task Description**Part A (Expression of Interest) 30%**

Assume the role of a Public Health Practitioner.

In your group, select a region, a public health issue and a potential community-based project which seeks to address at least one of the UN SDGs. Present an argument (via an Expression of Interest) to an International Donor as to why this program should be considered for funding. Proposals must represent an alliance that brings together at least one community-based organisation (in your region of choice), at least one international institution, and at least one health promotion industry partner. Indicative budget \$150,000 year.

Complete an Expression of Interest Template. The template will be provided on the Moodle site.

Part B (Group Presentation) 30%

If you were successful in obtaining funding, what would your project look like? Prepare a 10-minute group presentation to the funding body. The presentation needs to include project aims and objectives, a detailed set of public health interventions/strategies and an evaluation component.

Assessment Due Date

Part A is due Monday Week 9, Part B is due Week 12.

Return Date to Students

Two weeks after submission

Weighting

60%

Minimum mark or grade

To pass this unit, a minimum of 45% must be achieved for this activity. Overall pass rate for the unit is 50%.

Assessment Criteria

A marking rubric will be provided on the Moodle site. Students will be assessed on:

- Rationale for the project.
- Evidence of high-level research from diverse contemporary literature and other relevant sources.
- Alignment of the project with SDG goal (s).
- Innovation and relevance of the project
- Evaluation strategy
- Peer assessment of contributions

Additionally, students will be individually assessed by the tutor based on:

- Attendance at tutorials
- Individual contributions in tutorials or online forums

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

Part A -EOI will be submitted online by one member of each group. Part B - Group Presentation will be delivered in the Week 12 tutorial.

Learning Outcomes Assessed

- Explain the overall framework of the United Nations Sustainable Development Goals (SDGs) and be able to critique the challenges, opportunities, trends and possible futures for at least one of these SDGs
- Evaluate the importance of multi-sectoral partnerships at a local, national and international level and analyse key actors or partners as they relate to SDGs in a particular region or context
- Reflect on own communication skills and cultural humility to enable effective partnership formation
- Design innovative public health interventions to address specific targets related to the SDGs in a particular region or context.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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