



# PBHL20005 *Global Public Health*

## Term 1 - 2020

Profile information current as at 27/04/2024 06:09 pm

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 1 - 2020

- Cairns
- Melbourne
- Online
- Sydney

#### 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. **Group Work**

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](#).

## 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 feedback.

##### **Feedback**

It would be helpful to provide sample assessments so students have insight into what is expected for each assessment.

##### **Recommendation**

A de-identified sample of work will be provided as part of the 2020 offering.

#### Feedback from Teaching reflection.

##### **Feedback**

Many international students had poor academic skills, and were unfamiliar with academic integrity standards in Australian Universities.

##### **Recommendation**

Generic academic skills will be embedded in Term One offerings from 2020. Academic Learning Centre (ALC) support will be actively promoted to students. Focus areas: academic integrity, critical thinking and referencing skills.

#### Feedback from Student feedback. Teaching reflection.

##### **Feedback**

Distance student felt neglected at times as he wasn't part of the group work or face-to-face tutorials on the Melbourne campus.

##### **Recommendation**

Arrange a Zoom meeting with distance students at the start of term to identify strategies to make the learning experience more inclusive.

## 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 |
|---|--|--|--|--|--|

### 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.**

### 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 styles below:**

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Lal Rawal** Unit Coordinator  
[l.rawal@cqu.edu.au](mailto:l.rawal@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

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

### Week 2 - 16 Mar 2020

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

### Week 3 - 23 Mar 2020

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

### Week 4 - 30 Mar 2020

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

### Week 5 - 06 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment 1 (Short answer questions) is due this week

Global Health Partnerships & Actors

Various readings and learning materials.

**Reflection activity on SDGs** Due: Week 5 Friday (10 Apr 2020) 11:59 pm AEST

#### Vacation Week - 13 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

#### Week 6 - 20 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Maternal, Newborn & Child Health

Various readings and learning materials.

#### Week 7 - 27 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Infectious Diseases Prevention and Control

Various readings and learning materials.

#### Week 8 - 04 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Non-communicable disease prevention and management

Various readings and learning materials.

#### Week 9 - 11 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Mental Health & Substance Misuse

Various readings and learning materials.

Assessment 2 Part A (Expression of Interest) is due this week

**Group Work (Public Health Project Proposal)** Due: Week 9 Friday (15 May 2020) 11:45 pm AEST

#### Week 10 - 18 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Injuries & Violence

Various readings and learning materials.

#### Week 11 - 25 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Community Based approaches to Public Health

Various readings and learning materials.

#### Week 12 - 01 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Recap and Reflection

Various readings and learning materials.

Assessment 2 Part B (Presentation) is due this week

#### Review/Exam Week - 08 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

#### Exam Week - 15 Jun 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Term Specific Information

**Teaching and coordination contact:**

**Sydney Campus:**

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## Assessment Tasks

### 1 Reflection activity on SDGs

#### 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 will be provided. You can choose an important public health issue that relates to your home country and be prepared to answer questions to test your understanding of issues and concepts relating to the SDGs.

Please answer the questions in relation to your chosen country and health issue. Provide concise answers (approximately 150 words for the questions that carry 5 full marks and 300 words for the questions that carry 10 full marks). The questions require understanding of issues and concepts covered in the readings/resources of the GPH unit. You do not need to cite any references.

**Please note, the Online questions will be open for 3 days. You can attempt the questions from home or in class. Once you have commenced the test, the online quiz will time out in 3 hours. This means you must complete the test within 3 hours time.**

#### Assessment Due Date

Week 5 Friday (10 Apr 2020) 11:59 pm AEST

The Online questions will be open for 3 days. You can attempt the questions from home or in class. Once you have commenced the online questions, it will time out in 3 hours.

#### Return Date to Students

Week 6 Friday (24 Apr 2020)

The marks and feedback will be available online by Friday Week 6

#### Weighting

40%

#### Minimum mark or grade

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

#### Assessment Criteria

Each question will be allocated marks. Total marks allocated for this assessment is 40. The marks for each question will be visible to students once they have logged in to the assessment.

#### Referencing Style

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

#### Submission

Online

#### 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
- Justify community-based and community-led public health approaches as they relate to the SDGs in a particular region or context
- 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
- 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
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 2 Group Work (Public Health Project Proposal)

### Assessment Type

Group Work

### 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

Week 9 Friday (15 May 2020) 11:45 pm AEST

Assessment part 2A is due on Friday week 9 and part 2B is due on Monday Week 12 of this term.

### Return Date to Students

Week 11 Friday (29 May 2020)

Marks and feedback for the Assessment 2A will be available online by Friday week 11

### Weighting

60%

### Minimum mark or grade

To pass this unit, a minimum of 45% must be achieved for this particular assessment. 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 and feedback to the contribution

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

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

## Referencing Style

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

## Submission

Offline Online

## 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
- Justify community-based and community-led public health approaches as they relate to the SDGs in a particular region or context
- Reflect on own communication skills and cultural humility to enable effective partnership formation
- Critique case studies related to the SDGs and assess how social and environmental determinants of health contribute to the production of health inequalities
- 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
- Ethical and Professional Responsibility

## 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