



PBHL20005 *Global Public Health*

Term 1 - 2022

Profile information current as at 05/05/2024 07:41 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

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 - 2022

- 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 Unit coordinator's observation

Feedback

Continuous update to the teaching and learning resources is beneficial to students.

Recommendation

We will further update the content and teaching resources of the unit in order to improve students' teaching and learning.

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

PBHL20005

Supplementary

The New Public Health

Edition: 4th (2015)

Authors: Fran Baun

Oxford University Press ANZ

Australia

ISBN: 9780195588088

Binding: eBook

Additional Textbook Information

Both the paper and eBook text can be purchased at the CQUni Bookshop. Click on the Check for eBook link to be directed to Vitalsource. Search on the unit code here: <http://bookshop.cqu.edu.au>

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

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

Lal Rawal Unit Coordinator

l.rawal@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| General Introduction to Global Public Health PBHL20005 Introduction to Sustainable Development Goals (SDGs); Millennium Development Goals; Primary Health Care approach | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions |

Week 2 - 14 Mar 2022

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

| | | |
|---------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| Political & Economic Determinants of Health | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions |
|---------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|

Week 3 - 21 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| Environmental Determinants of Health (Climate Change and Health) | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions |

Week 4 - 28 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| Social Determinants of Health and Gender Equality and Health | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions |

Week 5 - 04 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Global Health Partnership and Health | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions Assessment 1 (Short answer questions) is due this week Assessment 1: Reflection activity on SDGs (Individual assessment) Due: Week 5 Friday (8 Apr 2022) 11:45 pm AEST |

Mid-term Week: No teaching this week - 11 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------|---------|------------------------------|
| No classes this week | | Marking will be done |

Week 6 - 18 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| Maternal, Newborn & Child Health | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions |

Week 7 - 25 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| Infectious Disease Prevention and Control, including COVID-19 Prevention and Control | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions |

Week 8 - 02 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| Non-communicable Disease Prevention and Management | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions |

Week 9 - 09 May 2022

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

| | | |
|---------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mental Health & Substance Misuse | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions |
| Week 10 - 16 May 2022 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Food, Nutrition and Global Public Health Injuries & Violence | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions Assessment 2 Part A (Expression of Interest) is due this week |
| Week 11 - 23 May 2022 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Community Based Health Program Development, Implementation and Evaluation | Various readings and learning materials. | Online lecture Tutorial class (on-campus and possible offshore students) Group discussions Assessment 2A Project proposal development (30%) and Assessment 2B Presentation (30%) Due: Week 11 Friday (27 May 2022) 11:45 pm AEST |
| Week 12 - 30 May 2022 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Revision, Learning Reflection and finalizing assessment 2b, presentations | Various readings and learning materials. | Tutorial class Group discussions Assessment 2 Part B (Presentation) to be held this week |
| Review Week - 06 Jun 2022 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Assessment of presentations and comments/ feedback | | Final revision of presentations/ slides and submission online |
| Marking for Assessment 2a and 2b - 13 Jun 2022 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Marking for Assessment 2a and 2b | | Marking of assessment 2a and 2b by the tutors |

Term Specific Information

Assessment Tasks

1 Assessment 1: Reflection activity on SDGs (Individual assessment)

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 once you have started the test.

Assessment Due Date

Week 5 Friday (8 Apr 2022) 11:45 pm AEST

Online submission

Return Date to Students

Week 6 Friday (22 Apr 2022)

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

Weighting

40%

Minimum mark or grade

To pass this assessment, a minimum of 50% marks must be achieved. The overall pass mark of this 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. Following assessment criteria will be used:

- Students are required to answer the selected five questions in relation to their chosen country, target group/ population and health issue.
- Approximately 300 words for the questions allocated for 10 marks
- Approximately 150 words for the questions allocated for 5 marks
- The questions require students clear understanding of issues and concepts covered during the lecture/ tutorials and in the readings/resources of the Global Public Health unit.

This assessment does not require list of references. However, where possible, students are welcome to indicate the source (in-text citation like ABS, 2021, WHO 2021) of information in particularly when using data.

Referencing Style

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

Submission

Online

Submission Instructions

Students are required to submit the answers/ responses 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

2 Assessment 2A Project proposal development (30%) and Assessment 2B Presentation (30%)

Assessment Type

Group Work

Task Description

Assessment 2A: Expression of Interest/ public health project proposal development (30%):

Assume the role of a Public Health Practitioner. Select a region or a country, 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 Funding agency (i.e international/ national donor) as to why this program should be considered for funding. Proposal must represent an alliance that brings together at least one community-based organisation (in your region or country of choice), at least one international institution, and at least one health promotion industry partner. Indicative budget est. \$150,000 and the duration of the proposed project should not exceed 3 years. The samples EOIs and template to follow writing your EOI will be provided on the Moodle site.

Assessment 2B Presentation (30%): If you were successful in obtaining funding, what would your project look like? Students are required to prepare a 15-minute 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 etc. The presentation template will be provided in Moodle site. Please note, everyone in the group must contribute and make a presentation. This assessment (Assessment 2B) will be assessed individually.

Assessment Due Date

Week 11 Friday (27 May 2022) 11:45 pm AEST

Assessment part 2A is due on Friday, Week 11 and Part 2B (Presentation) to be held in Week 12 of this term.

Return Date to Students

Review/Exam Week Friday (10 June 2022)

Marks and feedback for the Assessment 2A (EOI) will be available online by Friday, Week 13

Weighting

60%

Minimum mark or grade

To pass this assessment, a minimum of 50% marks must be achieved. The overall pass mark of this unit is 50%.

Assessment Criteria

Assessment 2A: Group Project

- Rationale for the project.
- Evidence of high-level research from diverse recently published literature and other relevant sources.
- Alignment of the project with SDG goal (s).
- Innovation and relevance of the project
- Project implementation and evaluation strategies
- Summary of individual contribution to the group works and lesson learnt
- Peer assessment and feedback to the contribution

Assessment 2B: Individual component (Presentation)

- Clearly presented rationale, aims and objectives of the project
- Flow and clarity of the presentation
- Clearly stated detailed set of public health interventions/strategies
- Well-designed project evaluation approach
- Individual contribution to project development preparing presentation
- Capacity to respond the questions raised by the peers/ participants during the presentation

Referencing Style

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

Submission

Online

Submission Instructions

Part A - group project is to be submitted individually by all members of the group. The presentation slides also to be submitted online by all members of the group individually.

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
- 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