

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# PBHL20005 *Global Public Health* Term 2 - 2022

Profile information current as at 11/04/2024 10:27 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

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 2 - 2022

No offerings for PBHL20005

### 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

#### 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 SUTE

##### **Feedback**

Generally, the students received this unit positively and have provided positive feedback. A few constructive feedback to note: 1. Group sizes for assessments should be set for everyone to be able to contribute enough and not rely on other group members 2. Tutorials were not recorded putting distance students at a disadvantage if could not attend.

##### **Recommendation**

1. For group assessment, small groups (member of 4-6) are formed, and clear instructions are provided for everyone to contribute in their group work. Students are encouraged to develop skills such as leadership, communication, coordination, presentation, group dynamics, and skills for addressing possible confusion/ misunderstanding while working with the groups etc. Efforts will be made to further strengthen such skills, so everyone make their meaningful contribution to the group work. 2. Lectures to the unit are pre-recorded and available in the Moodle for students to review prior to the weekly tutorials. The tutorials are to reinforce the teaching/ learning and engage students to the weekly tutorial exercise. All students including the students in the distance mode are given full access to the pre-recorded lecture as well as the unit contents including unit guide, assessment details, marking criteria, teaching/ learning resources etc. All students are given opportunities to communicate with teachers/ unit coordinator and also ask questions if they have, via different means including Moodle discussion forum, email, phone and during the tutorials etc. As an UC, the overall reflection to this unit is, students were generally engaged with the weekly tutorials and most of them showed greater interest for learning something new out of this unit. However, only small proportion of students reviewed pre-recorded weekly lecture available in the Moodle. In the future terms, students will be clearly suggested and communicated multiple times to encourage them to review the pre-recorded lecture prior to their weekly tutorial/s (both on-campus and online).

## 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

Information for Textbooks is not yet available.

The textbooks have not yet been finalised.

### IT Resources

**You will need access to the following IT resources:**

## Referencing Style

Information for Referencing Style has not been released yet.

This unit profile has not yet been finalised.

## Teaching Contacts

Information for Teaching Contacts has not been released yet.

This unit profile has not yet been finalised.

## Assessment Tasks

Information for Assessment Tasks has not been released yet.

This unit profile has not yet been finalised.

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.