# PBHL20005 *Global Public Health*
## Term 1 - 2024

Profile information current as at 12/05/2024 11:36 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 topics, including global health issues and priorities,Indigenous and minority health, health systems and policies, and systems strengthening. Key concepts covered in this unit include equity, 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. As part of this unit, you will explore a public health issue of interest and develop a place-based proposal to address it. You will then have an opportunity to present your topic and discuss its significance along with potential interventions, evaluation strategies, and challenges inherent in addressing the issue.

### 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 - 2024

- 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: 60%
2. **Presentation**
Weighting: 40%

## 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 Teacher evaluation and SUTE Unit comments report

**Feedback**

Unit requires more examples or explanation based on real life situations.

**Recommendation**

Real world examples should be used wherever possible as relevant to teaching modules and the unit material adjusted to reflect this.

## 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

**Legend:**
— 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 - 60% | • | • | • | | • | • | |
| 2 - Presentation - 40% | • | • | | • | | • | • |

## 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 | | | | | | | |

## Textbooks and Resources

### Textbooks
PBHL20005

**Supplementary**

**The New Public Health**
Edition: 4th (2015)
Authors: Fran Baun
Oxford University Press ANZ
Melbourne , Victoria , Australia
ISBN: 9780195588088
Binding: eBook

### 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](mailto:l.rawal@cqu.edu.au)

## Schedule

**Week 1: Introduction to Sustainable Development Goals (SDGs) - 04 Mar 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| 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 online classes for domestic/ distance students) Group discussions |

**Week 2: Political and Economic Determinants of health - 11 Mar 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Political & Economic Determinants of Health | Various readings and learning materials. | Online lecture Tutorial class (on-campus and online classes for domestic/ distance students) Group discussions |

**Week 3: Environmental Determinants of Health - 18 Mar 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Environmental Determinants of Health (Climate Change and Health) | Various readings and learning materials. | Online lecture<br>Tutorial class (on-campus and online classes for domestic/ distance students)<br>Group discussions |

### Week 4: Gender Equity and Health and Social Determinants of Health - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Social Determinants of Health and Gender Equality and Health | Various readings and learning materials. | Online lecture<br>Tutorial class (on-campus and online classes for domestic/ distance students)<br>Group discussions |

### Week 5: Global Health Partnerships and Health - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Global Health Partnership and Health | Various readings and learning materials. | Online lecture<br>Tutorial class (on-campus and online classes for domestic/ distance students)<br>Group discussions<br>Assessment 1 (Short answer questions) is due this week<br><br>**Assessment 1: Reflection activity on SDGs** Due: Week 5 Friday (5 Apr 2024) 5:00 pm AEST |

### Mid-term Week: No teaching this week - 08 Apr 2024

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

### Week 6: Maternal, Newborn & Child Health - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Maternal, Newborn & Child Health | Various readings and learning materials. | Online lecture<br>Tutorial class (on-campus and online class for domestic/ distance students)<br>Group discussions |

### Week 7: Non-Communicable Diseases Prevention and Control - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Non-communicable Disease Prevention and Management | Various readings and learning materials. | Online lecture<br>Tutorial class (on-campus and online class for domestic/ distance students)<br>Group discussions |

### Week 8: Mental Health & Substance Misuse - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Mental Health & Substance Misuse | Various readings and learning materials. | Online lecture<br>Tutorial class (on-campus and online class for domestic/ distance students)<br>Group discussions |

### Week 9: Food, Nutrition and Global Public Health Injuries & Violence - 13 May 2024

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

| Food, Nutrition and Global Public Health<br>Injuries & Violence | Various readings and learning materials. | Online lecture<br>Tutorial class (on-campus and online class for domestic/ distance students)<br>Group discussions<br><br>**Assessment 2a and 2b** Due: Week 10 Friday (17 May 2024) 5:00 pm AEST |

**Week 10: Community Based Health Programs Development, Implementation and Evaluation - 20 May 2024**

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
| --- | --- | --- |
| Community Based Health Program Development, Implementation and Evaluation | Various readings and learning materials. | Online lecture<br>Tutorial class (on-campus and online class for domestic/ distance students)<br>Group discussions<br>Assessment 2 Part A (Expression of Interest) is due this week |

**Week 11: Revision, Learning Reflection and finalizing assessment 2b, presentations - 27 May 2024**

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
| --- | --- | --- |
| Revision, Learning Reflection and finalizing assessment 2b, presentations | Various readings and learning materials. | Tutorial class<br>Group discussions<br>Assessment 2 Part B (Presentation) to be held this week |

**Week 12: Presentations and comments/ feedback - 03 Jun 2024**

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
| --- | --- | --- |
| Assessment of presentations and comments/ feedback | | Final revision of presentations/ slides and submission online |

**Week 13: Marking of Assessments 2a and 2b - 10 Jun 2024**

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

# Assessment Tasks

## 1 Assessment 1: Reflection activity on SDGs

**Assessment Type**
Written Assessment

**Task Description**
**Assessment 1: Reflection activity on SDGs**
In this unit we have been reviewing the key public health and related Sustainable Development Goals. In preparation for this online written assessment, 5 short answer questions will be provided. You can identify important public health issues that relate 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 200 words for the questions that carry 8 full marks each). 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.

**Assessment Due Date**
Week 5 Friday (5 Apr 2024) 5:00 pm AEST

**Return Date to Students**
Week 7 Friday (26 Apr 2024)

**Weighting**
60%

**Minimum mark or grade**
50% of total marks

**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. Students are required to answer the selected five questions in relation to their chosen country, target group/ population and health issue.

Students are required to provide concise answers (approximately 300 words for the questions allocated for 10 marks and 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, 2022, WHO 2022) of information in particularly when using data.

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Responses to the questions to be submitted 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

# 2 Assessment 2a and 2b

**Assessment Type**
Presentation

**Task Description**
**Assessment 2A: Group assessment: Developing Expression of Interest (30%):**

In this assessment, please 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.

Complete an EOI template using following headings/ sub-headings:
·    Public Health Issue of specific country/ region of interest, Target group and Significance
·    Describe the relevance to at least one of the SDGs and demonstrate how the proposed project will improve health outcomes of the target population.
·    Clearly state aim and objectives of the proposed project
·    Describe the implementation process (methodology) of the project
·    Outline the needs and project evaluation approach
·    Include Timeline (Gantt chart) of the project and the draft budgeting.

**Assessment 2b: Presentation of the project proposal (Individual component): 30%**
If you were successful in obtaining funding, what would your project look like?
Prepare a 12–15-minute group presentation for those in group/s and 3-5 minutes for those preparing an individual presentation. The presentation needs to include rationale; project aims and objectives, a detailed set of public health interventions/strategies and a well-designed project evaluation approach.
It is suggested that students use the 5 steps of the Generalised Model (Mc Kenzie, Nieger & Thackeray, 2013) to guide their presentation:
https://www.pearson.com/us/higher-education/program/Mc-Kenzie-Planning-Implementing-Evaluating-Health-Promotion-Programs-A-Primer-7th-Edition/PGM301706.html. These include:
Step I: Assessing the needs/ significance of the project
Step II: Setting aims and objectives

Step III: Clarity on methodology and developing intervention plans
Step IV: Implementing the interventions as planned and using organizational resources
Step V: Evaluation approach and assessing effectiveness of the interventions

**Assessment Due Date**
Week 10 Friday (17 May 2024) 5:00 pm AEST

**Return Date to Students**
Review/Exam Week Friday (7 June 2024)
Marked assessments will be available for students to view in Week 13 of the term

**Weighting**
40%

**Minimum mark or grade**
50% of total marks

**Assessment Criteria**
Assessment criteria for Assessment 2A:
·   Rationale for the project with use of arguments and on the basis of relevant evidence base (30%)
·   Clearly outlined the health problem and articulating the alignment of the project with SDG goal (s) (25%)
·   Innovative and relevant project which is based on best practice interventions (25%)
·   Culturally relevant partnerships and collaborations chosen (20%)

Assessment criteria for Assessment 2B:
·   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

**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.

# 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