



PBHL20007 *Cultural Immersion and Lived Experience*

Term 1 - 2019

Profile information current as at 04/05/2024 03:03 pm

All details in this unit profile for PBHL20007 have been officially approved by CQU University 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

In an increasingly mobile world, many people are experiencing periods of time immersed in different cultural contexts, either as part of our work, study, volunteering or leisure. This unit provides you with theoretical and scholarly support for cultural immersion at the point of experiencing it in order to help deepen your understanding of yourself and of your new cultural context. Cultural immersion can be a potentially powerful transformative learning experience if undertaken with such support and can develop effective cultural competence skills and knowledge. As this unit explores cultural disruption, it is recommended you take this unit at the beginning of a cultural immersion experience. The unit content will help you to make sense of the disruption and support you in developing strategies and resources to facilitate cultural integration and the development of respectful cross-cultural relationships.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

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 - 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. **Group Work**

Weighting: 50%

2. **Reflective Practice Assignment**

Weighting: 50%

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 experiences of cultural disruption and integration
2. Identify community and institutional strategies and resources that enable cultural integration
3. Critically reflect on own experiences of cultural disruption and integration
4. Critically reflect on developing and maintaining respectful cross-cultural relationships.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Work - 50%	•	•		
2 - Reflective Practice Assignment - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Group Work - 50%	○	○			○	○		
2 - Reflective Practice Assignment - 50%	○	○			○	○		

Textbooks and Resources

Textbooks

PBHL20007

Prescribed

Reflective Practice

Edition: 5th (2018)

Authors: Gillie Bolton & Russell Delderfield

Sage

London, New Delhi, Singapore, Washington DC, Melbourne

ISBN: 9781526411709

Binding: Paperback

PBHL20007

Prescribed

The New Public Health

Edition: 4th (2016)

Authors: Fran Baum

Oxford

South Melbourne, VIC, Australia

ISBN: 9780195588088

Binding: Paperback

Additional Textbook Information

These texts are required for other units. Students need one copy only.

Both copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

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

Rebecca Fanany Unit Coordinator

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Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
What is culture?	Bolton, G. and Delderfield, R. (2018). <i>Reflective practice: Writing and professional development</i> , Sage. Chapter 1, pages 1-24.	

Week 2 - 18 Mar 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Cultural disruption	Bolton, G. and Delderfield, R. (2018). <i>Reflective practice: Writing and professional development</i> , Sage. Chapter 2, pages 25-50.	
Week 3 - 25 Mar 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Cultural disruption (cont.)	Bolton, G. and Delderfield, R. (2018). <i>Reflective practice: Writing and professional development</i> , Sage. Chapter 3, pages 51-77.	
Week 4 - 01 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Cultural consonance	Dressler, W.W., Balieriro, M.C. and Dos Santos, J.E. (2018). What you know, what you do, and how you feel: Cultural competence, cultural consonance, and psychological distress. <i>Frontiers in Psychology</i> , 8, 2355.	
Week 5 - 08 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Cultural integration	Berry, J.W. (1997). Acculturation and adaptation. <i>Applied Psychology International Review</i> , 46, 5-34.	
Week 6 - 22 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Group presentations		Each group will give its presentation in the tutorial this week. Information about this assessment task is contained in this unit profile as well as in the study guide for the unit. Group Presentation Due: Week 6 Monday (22 Apr 2019) 11:45 pm AEST
Week 7 - 29 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Critical reflective practice, autobiography and autoethnography	Bolton, G. and Delderfield, R. (2018). <i>Reflective practice: Writing and professional development</i> , Sage. Chapter 4, pages 78-96.	
Week 8 - 06 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Metaphor, the analysis of visual images, and Photovoice	Bolton, G. and Delderfield, R. (2018). <i>Reflective practice: Writing and professional development</i> , Sage. Chapter 6, pages 121-134.	
Week 9 - 13 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Manifest and latent content, evocation, and values in visual images	Drew, S. and Guillemin, M. (2014). From photographs to findings: Visual meaning-making and interpretive engagement in the analysis of participant-generated images. <i>Visual Studies</i> , 29 (1), 54-57.	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Using literature and collaboration in reflective writing	Bolton, G. and Delderfield, R. (2018). <i>Reflective practice: Writing and professional development</i> , Sage. Chapter 7, pages 135-156.	

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Representation and truth in reflective writing	Bolton, G. and Delderfield, R. (2018). <i>Reflective practice: Writing and professional development</i> , Sage. Chapter 8, pages 157-182.	

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Compiling a portfolio		Portfolio due by 5:00 pm Friday Portfolio Due: Week 12 Friday (7 June 2019) 5:00 pm AEST

Assessment Tasks

1 Group Presentation

Assessment Type

Group Work

Task Description

The first assessment task is a group assignment that will involve a presentation and visual map. The aim of the assignment will be to work with the members of your group to identify an example of cultural disruption (culture shock) that might occur when an individual enters a situation of cultural immersion, explain the dimensions of the experience, and map out the community and institutional resources that would aid cultural integration in addition to outlining how and why these resources would be useful in this situation. Assessment will be based on a 7-10 minute presentation involving all members of the group and the development of a visual map that presents the resources relevant to your example

Assessment Due Date

Week 6 Monday (22 Apr 2019) 11:45 pm AEST

Presentations will take place in tutorials this week. The time and day will depend on the students' class schedule.

Return Date to Students

Week 8 Friday (10 May 2019)

Feedback and mark will be provided to students electronically.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

The nature of the experience of cultural disruption is clearly identified and explained. 15%

The recommended resources reflect a range of sources and providers; would be present within the community; show an understanding of the nature of the experience they are intended to address as well as an understanding of the people involved; and show a clear link that justifies the need. 30%

A visual map has been developed that accords with examples from the literature; shows the connections and interrelationships between people and institutions involved; and reflects resources available at various levels and institutions. 30%

Language of the presentation (oral and written) is clear and easily understood. 10%

All work reflects the students' own thinking, references are clearly and accurately cited, and any direct quotations are

clearly and properly identified. 15%

Referencing Style

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

Submission

Offline Group

Submission Instructions

Following the presentation, each group must submit its slides to the tutor.

Learning Outcomes Assessed

- Explain the experiences of cultural disruption and integration
- Identify community and institutional strategies and resources that enable cultural integration

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility

2 Portfolio

Assessment Type

Reflective Practice Assignment

Task Description

The second assessment task for this unit is a portfolio that demonstrates your understanding of reflective practice. Your portfolio must contain 5-10 visual images (photographs, drawings, etc) or creative works (poetry, songs, etc). These images should be chosen to represent your experiences of cultural disruption and integration throughout the term. Your portfolio must also contain a reflective essay (2000 words) that analyses your experiential journey throughout the term and discusses the meaning behind your visual and creative representations and how respectful cross-cultural relationships have supported your integration. You will also need to use two or three relevant articles from the literature to support your reflection and your analysis of it.

Assessment Due Date

Week 12 Friday (7 June 2019) 5:00 pm AEST

Return Date to Students

Exam Week Friday (21 June 2019)

Feedback and mark will be provided to students electronically.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

The portfolio includes the following items: 5-10 visual images, which may be photographs, drawings, or other creative works that depict the student's experience of cultural disruption and integration; a 2000 word reflective essay describing this same process and containing the student's original insights into the experience; and appropriate reference to selected items from the literature that are used to enrich the reflective insights presented and are incorporated into the essay. 10%

The essay shows evidence of understanding relevant issues and the reflections show an attempt at self understanding and personal insight. 20%

Appropriate literature has been used to support reflections. 20%

The essay is written in clear, concise language and developed in a logical linear manner. 20%

Images are integrated into the writing, and their relationship to the reflective content is clearly outlined. 20%

All work submitted is the student's original words and ideas, any direct quotations are properly and clearly identified, and all references to literature are cited in the text. 10%

Referencing Style

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

Submission

Online

Submission Instructions

It is preferred that the portfolio be submitted as a single file. File name must include student's last name, assessment number, term and year. Example: Last Name _Term1_2019

Learning Outcomes Assessed

- Critically reflect on own experiences of cultural disruption and integration
- Critically reflect on developing and maintaining respectful cross-cultural relationships.

Graduate Attributes

- Knowledge
- Communication
- Self-management
- 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