



PBHL20007 *Cultural Immersion and Lived Experience*

Term 1 - 2021

Profile information current as at 26/04/2024 04:04 pm

All details in this unit profile for PBHL20007 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

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 - 2021

- 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. **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](#).

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 Evaluation Term 2 - 2019

Feedback

There could have been more assessments. Unfortunately, there was no way for us to assess our peers in the group assessment. In general, I believe that, no matter how much the lecturers or tutors try to help us out, there was a lot to say about the engagement of the students.

Recommendation

Self reflection and peer assessment criteria has been developed and incorporated to the assessment marking rubric. Case study discussion has been included as a part of weekly tutorial to enhance student engagement for learning.

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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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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

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer - ability to access study materials, access Zoom application for meetings and view instructional videos.

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sabi Kaphle Unit Coordinator
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Schedule

Module 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Culture	Napier, D. et al. (2014). Culture and health. <i>The Lancet</i> , 384 (9954): 1607-1639.	Lecture Tutorial

Module 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Academic Literacy	Academic Literacy Session	Lecture Tutorial

Module 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Health	Culture, in Fanany, R. & Fanany, D. (2012). Health as a Social Experience. South Melbourne, VIC: Palgrave Macmillan. (pp 46-70)	Lecture Tutorial

Module 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Linguistic Isolation	Perceval, M., Kolves, K., Reddy, P. & De Leo, D. (2017). Farmer suicides: a qualitative study from Australia, <i>Occupational Medicine</i> , 67(5): 383-388.	Lecture Tutorial

Module 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Academic Literacy	Academic Literacy Session	Lecture Tutorial
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Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Vacation	No class	

Module 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Health Behaviour, the Sick Role and Perception of Disease	Gopalkrishnan, N. (2018). Cultural diversity and mental health: Considerations for policy and practice. <i>Frontiers in Public Health</i> , 6: 179. doi.org/10.3389/fpubh.2018.00179	Lecture Tutorial Assessment 1 due Presentation Due: Week 6 Friday (23 Apr 2021) 5:00 pm AEST

Module 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Migrant and Refugee Health	Supranational Trends, in Fanany, R. & Fanany, D. (2012). <i>Health as a Social Experience</i> . South Melbourne: Palgrave Macmillan. 292-316.	Lecture Tutorial

Module 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Traditional Health Practices in Modern Context	Leachman, C.-E. (2019). Most women give birth in hospital – But it's got more to do with World War II than health. <i>The Conversation</i> , February 11. https://theconversation.com/most-women-give-birth-in-hospital-but-its-got-more-to-do-with-world-war-ii-than-health-110647	Lecture Tutorial

Module 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Respecting Culture in Healthcare Practice	Truong, M., Gibbs, L., Paradies, Y., Priest, N. & Tadic, M. (2017). Cultural competence in the community health context: 'we don't have to reinvent the wheel'. <i>Australian Journal of Primary Health</i> 23 , 342-347.	Lecture Tutorial

Module 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Culture in Health	Thomas, S.L., Wakerman, J., & Humphreys, J.S. (2015). Ensuring equity of access to primary health care in rural and remote Australia - what core services should be locally available?. <i>International Journal for Equity in Health</i> , 14. https://doi.org/10.1186/s12939-015-0228-1	Lecture Tutorial

Module 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Popular Health Culture - Laypersons' View	Kendal E. (2019). Public health crises in popular media: how viral outbreak films affect the public's health literacy. <i>Medical Humanities</i> Published Online First: 19 January 2019. doi: 10.1136/medhum-2018-011446	Lecture Tutorial

Final Assessment - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice Assessment	Assessment Writing	Assessment 2 due Reflective Practice Essay Due: Week 12 Friday (4 June 2021) 5:00 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

There will be week to week recorded lectures and tutorials that students are required to participate in.

Assessment Tasks

1 Presentation

Assessment Type

Group Work

Task Description

There are many health conditions that are defined by culture, rather than by clinical signs and symptoms. We say that these conditions are "culture bound," meaning that they only exist within a certain cultural group because they derive from a perception of reality that is shaped by a set of cultural practices, assumptions, and interpretations. These are very real conditions, but they are defined by cultural beliefs, expectations and experiences.

In a group of five members, each group will choose a specific health condition that has both cultural and medical significance and conduct research on it. The presentation must answer the following questions using evidence from the research conducted on the chosen health condition.

1. What specific cultural beliefs and assumptions about the health condition exist?
2. To what extent do these beliefs and assumptions correspond to medical or clinical views to define, understand and manage the health condition?
3. How do the views of health care providers compare to the views of the community in relation to the health condition?
4. What real dilemmas or issues or complexities do we face because of the differences in medical and cultural views of this health condition?
5. What are the public health implications of differences in defining the health condition from the medical and cultural perspectives? How do these differences impact public health practice?

Assessment Due Date

Week 6 Friday (23 Apr 2021) 5:00 pm AEST

Please submit your assessment before due date/time via Moodle.

Return Date to Students

Week 8 Friday (7 May 2021)

Weighting

50%

Assessment Criteria

Each group will have 10 minutes for their presentation and each member of the group will be responsible for answering one question, preparing a slide, writing presentation notes and presenting in class. Although this is a group assessment task, students will be assessed individually against following criteria.

1. Ability to conduct research and gather evidence to answer the allocated question
2. Ability to use evidence to provide critical arguments around the health condition
3. Ability to prepare an academically sound presentation in Powerpoint
4. Ability to present clearly, concisely and succinctly
5. Appropriate citations and referencing

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Submit via Moodle

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 Reflective Practice Essay

Assessment Type

Reflective Practice Assignment

Task Description

We each come to public health with a set of our own beliefs, assumptions, experiences, judgements, and views that reflect our culture and upbringing, as well as the events of our life. For this assignment, you must think about your own health experiences and the way they have been impacted by your cultural background and the way you think about health and illness.

Firstly, think about how your family deals with illness or treats illness conditions.

Do they use home remedies to treat illness? How do they decide an illness is serious? What are their preferred ways of managing health and illness?

Secondly, compare how your own personal experiences relate to the views and actions of other people in the same community.

Is your family in the majority when it comes to dealing with health and illness? Do they act differently to the most people in the community? If they are different, then explain why and how their behaviour was shaped in a way that is different to others in the community.

Thirdly, discuss your own assumptions about health.

Who do you think is responsible for health - the individual involved, the family, the society in which he or she lives, the government, health services or others?

To what extent, do you think people should manage their own health? Who should carry the risk associated with disease and illness?

Finally, consider the role that culture and social background play in health and illness.

Discuss the ways this might affect professional practice in public health, including why it is necessary for a public health practitioner to be aware of cultural differences in health and illness.

Assessment Due Date

Week 12 Friday (4 June 2021) 5:00 pm AEST

Please submit your assessment before due date/time via Moodle.

Return Date to Students

Exam Week Friday (18 June 2021)

Weighting

50%

Assessment Criteria

This is an individual 2000 word reflective assessment. Your reflections on these areas should be supported by evidence from literature, textbooks or other reputable sources. All references must be cited appropriately with a reference list included. In drawing on your own experiences, you may use pictures and other creative material to help illustrate your reflections, but these must also be appropriately cited if they are not your own materials. You cannot use materials from Google or any internet sources which do not meet academic standards and guidelines.

This reflective practice assessment will be assessed against the following criteria.

1. A deep reflection with ability to write clearly following academic practices
2. Logically draw and analyse personal experiences around health and illness
3. Critically examine and compare the familial and social context of health

4. Succinctly provide evidence-based arguments around different conceptualisations of and accountabilities for health

5. Appropriate grammar, citations and referencing

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Submit via Moodle

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