PBHL20008 *Engaging with Cross-cultural Communities*
Term 2 - 2020

Profile information current as at 15/05/2024 05:07 pm

All details in this unit profile for PBHL20008 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

Volunteering in cross-cultural communities is an experience many adults seek out to broaden their personal and professional perspectives. In this unit you will develop the skills and knowledge required to undertake a volunteer experience in a cross-cultural context. These experiences include being able to initiate and maintain cross-cultural relationships and to reflect deeply on your own actions, assumptions and worldviews that influence these relationships. You will explore the benefits and challenges of volunteering in cross-cultural communities and organisations and develop skills in the co-generation of knowledge through working closely with others. This unit requires you to undertake a minimum of 25 hours volunteering with a community organisation that will provide you with an opportunity to work with people from a cultural context different to your own.

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

Pre-requisite: PBHL20007 Cultural Immersion and Lived Experience
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 - 2020

- 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: 40%
2. **Case Study**
Weighting: 30%
3. **Reflective Practice Assignment**
Weighting: 30%

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 feedback.

Feedback

Placement: 1) If there were assistance with placement from the university, it would enhance student learning. 2) In this unit as most of the students are international, it would be beneficial if the university could find placements for students.

Recommendation

The possibility that this issue will be ongoing is high because of limitations in finding volunteer placements. Therefore, some viable alternatives to assess students to achieve the same kind of skills must be developed. It is recommended that the option for the volunteer placement remain but a work place scenario assignment be provided for students to develop their skills in designing health promotion projects. This recommendation is to be implemented in Term 1, 2021.

Feedback from Student feedback.

Feedback

Assessment due date: 1) I wish you improve the timing of assessment because some of the assessments are due on the same date as the other units.

Recommendation

Assessment due dates will be mapped out in consultation with the other Unit Coordinators in the MPH Course to ensure assignments are not due on the same day.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Initiate and maintain effective cross-cultural relationships within the community
2. Evaluate the benefits and challenges of volunteering in cross-cultural communities
3. Evaluate the benefits and challenges of co-generation of knowledge within a cross-cultural context
4. Critically reflect on own experiences of volunteering in cross-cultural communities.

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
1 - Group Work - 40%		●	●	
2 - Case Study - 30%	●			
3 - Reflective Practice Assignment - 30%				●

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 - 40%	○	○			○	○		
2 - Case Study - 30%	○	○			○	○		
3 - Reflective Practice Assignment - 30%	○	○			○	○		

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)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

William Mude Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Getting ready for Volunteer Placement	Grace, S., McLeod, G., Streckfuss, J., Ingram, L., & Morgan, A. (2016). Preparing health students for interprofessional placements. *Nurse education in practice*, *17*, 15-21. Bates, A., Bates, M., & Bates, L. J. (2007). Preparing students for the professional workplace: who has responsibility for what?. *Asia Pacific Journal of Cooperative Education*, *8*(2), 121-129. O'Connor, L., Cecil, B., & Boudioni, M. (2009). Preparing for practice: An evaluation of an undergraduate social work 'preparation for practice'module. *Social Work Education*, *28*(4), 436-454.	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Rights and Responsibilities during Volunteer Placement	Clouder, L. (2009). 'Being responsible': students' perspectives on trust, risk and work-based learning. *Teaching in Higher Education*, *14*(3), 289-301. Villanueva, A. M., Hovinga, M. E., & Cass, J. L. (2011). Master of public health community-based practicum: students' and preceptors' experiences. *Journal of Public Health Management and Practice*, *17*(4), 337-343.	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Being a Reflective Practitioner	Plack, M. M., & Greenberg, L. (2005). The reflective practitioner: reaching for excellence in practice. *Pediatrics*, *116*(6), 1546-1552. Kothari, A., Hamel, N., MacDonald, J. A., Meyer, M., Cohen, B., & Bonnenfant, D. (2014). Exploring community collaborations: social network analysis as a reflective tool for public health. *Systemic Practice and Action Research*, *27*(2), 123-137. Furtado, K. S., Budd, E. L., Armstrong, R., Pettman, T., Reis, R., Sung-Chan, P., ... & Brownson, R. C. (2019). A cross-country study of mis-implementation in public health practice. *BMC public health*, *19*(1), 270.	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Group Presentations | | Group Presentations (Assessment 1) will be held in tutorials this week.

Group Presentation Due: Week 4 Monday (3 Aug 2020) 11:45 pm AEST |

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Working in a Multicultural Society	Macnamara, J and Camit, M (2017) "Effective CALD Community Health Communication through Research and Collaboration: An Exemplar Study," *Communication Research and Practice*, 3 (1): 92-112.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Intercultural Communication	Fleckman, JM et al (2015) "Intercultural Competency in Public Health: A Call for Action to Incorporate Training in Public Health Education," *Frontiers in Public Health*, 2, https://doi.org/10.3389/fpubh.2015.00210	

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Communication in a Health Setting	Schlafer, RJ et al (2016) "Better Communication for Better Public Health: Perspectives from an Interdisciplinary Training Program," *Health Promotion Practice*, 17 (2): 165-168.	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Competence	Truong, M et al (2017) "Cultural Competence in the Community Health Context: We Don't Have to Reinvent the Wheel," *Australian Journal of Primary Health*, 23 (4): 342-347	Case Study (Assessment 2) due on Friday, 8 May 2020, by 11:45 pm

Case Study of an Australian Community Due: Week 8 Friday (11 Sept 2020) 11:45 pm AEST |

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Understanding the Social Context | Ballie, CPT, et al., (2016) "For the Community, By the Community: Working with Youth to Understand the Physical Activity-Environment Relationship in First Nations Communities," *Youth Engagement in Health Promotion*, 1 (2): 1-33. | |

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Working with the Community	Horghagen, S et al (2018) "Involving Citizens' Occupation-Based Knowledge in Public health Planning: Why and How," *Journal of Occupational Science*, 25 (1): 112-123.	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Working with Vulnerable Groups	Mahoney, D and Siyambalapitiya, S (2017) "Community-based Interventions for Building Social Inclusion of Refugees and Asylum Seekers in Australia: A Systematic Review," *Journal of Social Inclusion,* 8 (2).	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Being Part of a Team in Public Health	Vanderbilt, AA, Dail, MD and Jaberi, P (2015) "Reducing Health Disparities in Underserved Communities via Interprofessional Collaborations across Health Care Professions," *Journal of Multidisciplinary Healthcare*, 8: 205-208.	Reflective Assignment (Assessment 3) due on Friday, 05 June 2020, by 11:45 pm **Reflective Essay** Due: Week 12 Friday (9 Oct 2020) 11:45 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Group Presentation

Assessment Type
Group Work

Task Description

The first assessment task is a GROUP assignment that will involve a presentation. Based on the experiences of its members in getting ready for the volunteering experience, each group will present a practical guide to some aspect of preparing for this placement. The presentation should center on both practical and academic/technical aspects of preparation. Each group will be assigned one of the following topics: 1) finding a suitable volunteer position; 2) making contact with placement organizations; 3) improving one's knowledge-base in preparation for placement; 4) understanding the organizational context; becoming a public health professional; 5) personal and professional responsibility in working in public health; or 6) the role of reflective practice in working in public health. The aim of the presentation is to offer practical guidance based on both literature and experience that might help other public health students in preparing for their volunteer experience and should reflect an integration of theory and practice that demonstrates familiarity with the requirements of professional placement as well as the group's experience. Student must achieve 45% in this assessment to pass the unit.

Assessment Due Date
Week 4 Monday (3 Aug 2020) 11:45 pm AEST
Presentations will be evaluated in class

Return Date to Students
Week 6 Friday (28 Aug 2020)
Feedback will be provided individually to students based on the assessment criteria for the task

Weighting
40%

Assessment Criteria
The presentation will be assessed on the following criteria:
The topic and its significance in the volunteer process is described and discussed in terms of significance: 15%
Practical guidance as well as reference to relevant literature is made: 15%
Integration of theory and practice is shown and discussed: 20%
The individual component of the presentation shows understanding, reference to literature, and practical use: 20%
Language of the presentation (oral and written) is clear and easily understood: 10%
All work is original, all information from sources is properly referenced and any direct quotations are properly identified: 20%

Referencing Style

- Harvard (author-date)

Submission
Group

Submission Instructions
Each group will be required to submit its powerpoint slides to the tutor following the presentation.

Learning Outcomes Assessed

- Evaluate the benefits and challenges of volunteering in cross-cultural communities
- Evaluate the benefits and challenges of co-generation of knowledge within a cross-cultural context

Graduate Attributes

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

2 Case Study of an Australian Community

Assessment Type
Case Study

Task Description
The second assessment task for this unit is a case study. This is an INDIVIDUAL assignment (2000 words). Each student will choose one of the groups listed below and develop a case study that describes and analyzes the distinct

communicative and cultural needs that would be relevant in developing a public health initiative or program to address a health need recognized in the community. The case study must include the following sections: overview of the status of the chosen community in Australia; review of the health status of the community with a focus on inequities that need to be addressed; description and analysis of communication and cultural factors relevant to the community; and discussion of how these communicative and cultural needs could be addressed in the context of a public health program. The case study must make reference to appropriate scholarly literature.

Students must choose one of the following groups:
1. The Australian Indigenous community living in rural and remote areas;
2. The Afghan refugee community living in urban areas;
3. The Chinese-speaking community living in urban areas;
4. Older adults of Greek or Italian origin (students must choose either the Greek or Italian community);
5. Arabic-speaking women;
6. School-aged children from low SES households in Australia;
7. The LGBTI community in urban and rural Australia;
8. Adult men in urban and rural Australia.

Appropriate writing style is essential for this assignment. The case study must be written in formal academic language with complete referencing and must demonstrate culturally sensitive phrasing and word use that reflects the professional environment and conventions of the field.

Students must achieve 45% in this assessment to pass the unit.

Assessment Due Date
Week 8 Friday (11 Sept 2020) 11:45 pm AEST
Students must submit the assignment through Moodle.

Return Date to Students
Week 10 Friday (25 Sept 2020)
Feedback files will be uploaded to Moodle.

Weighting
30%

Assessment Criteria
The case study will be assessed on the following criteria:
Use of a range of appropriate literature not older than five years: 20%
The nature of the community, its health status relative to the population as a whole, and any inequities experienced by its members are described and discussed in detail: 20%
A discussion and analysis of the communicative and cultural needs of the community is provided: 20%
The ways in which initiatives to address the identified health inequities could be informed by an understanding of the group's communicative and cultural needs and discussed in detail: 20%
All work is the student's own, all information is properly referenced, and any direct quotations are identified as such according to academic convention: 20%

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Students must submit the assignment through Moodle.

Learning Outcomes Assessed

- Initiate and maintain effective cross-cultural relationships within the community

Graduate Attributes

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

3 Reflective Essay

Assessment Type
Reflective Practice Assignment

Task Description
The third assessment task for this unit is a reflective essay. This is an INDIVIDUAL assignment (1000 words). Each

student will write a reflective essay based on his or her volunteer/work experience. The essay should focus on the learning achieved as part of the placement and make reference to the literature on the role of such placements in professional training in public health. The essay must contain the following elements: a description of the volunteer context and setting; a description of the student's role in the placement; an assessment of learning that took place with emphasis on things learned and new awareness of gaps in the student's knowledge and understanding; and the way in which this experience will affect the student's preparation and planning for subsequent placements.

This is a reflective assignment, so a more informal writing style is acceptable. However, the reflection must not be wholly descriptive. It must contain an assessment of the way in which the student's views or thinking has changed and what he or she has learned about himself as a practitioner.

Students must achieve 45% in this assessment to pass the unit.

Assessment Due Date
Week 12 Friday (9 Oct 2020) 11:45 pm AEST
Students must submit the assignment through Moodle.

Return Date to Students
Exam Week Friday (23 Oct 2020)
Feedback files will be uploaded to Moodle.

Weighting
30%

Assessment Criteria
The reflective essay will be marked on the following criteria:
The essay shows evidence of understanding of relevant literature and the purpose of the placement as part of becoming a practitioner in public health: 20%
The placement context is described and discussed, including the student's tasks and activities: 20%
Personal learning and change is recorded and discussed: 20%
The impact of the experience on the student's future plans and activities is documented and shows evidence of reflection: 20%
All work is the student's own, all information is properly referenced, and any direct quotations are identified as such according to academic convention: 20%

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
The assignment must be submitted through Moodle.

Learning Outcomes Assessed

- Critically reflect on own experiences of volunteering in cross-cultural communities.

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