PBHL20008 *Engaging with Cross-cultural Communities*
Term 2 - 2023

Profile information current as at 08/05/2024 02:09 am

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

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 - 2023

- 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. **Case Study**
Weighting: 30%
2. **Group Work**
Weighting: 40%
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 Unit Coordinator's Observation

Feedback

Students engage actively with the examples drawn from their own country, culture and community.

Recommendation

Content materials, case studies and examples will be revised constantly to accommodate the context and interest of the students to engage in learning.

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				

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
There are list of readings included in the study guide that students will be accessing for this unit.

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 styles below:

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

For further information, see the Assessment Tasks.

Teaching Contacts

Sabi Kaphle Unit Coordinator
s.kaphle@cqu.edu.au

Schedule

Module 1: Concept of community - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Concept of community		Weekly reading Weekly tutorial

Module 2: Community engagement - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Community engagement		Weekly reading Weekly tutorial

Module 3: Health promotion communications - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Health promotion communications		Weekly reading Weekly tutorial

Module 4: Working with Community - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Working with community		Weekly reading Weekly tutorial

Module 5: Community empowerment and capacity building - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Community empowerment and capacity building		Weekly reading Weekly tutorial

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module 6: Approaches to community development - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to community development		Weekly reading Weekly tutorial Assessment 1 due **Case Study** Due: Week 6 Friday (25 Aug 2023) 11:45 pm AEST

Module 7: Inter-cultural communications - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Inter-cultural communications		Weekly reading Weekly tutorial

Module 8:Working with vulnerable groups - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Working with vulnerable groups		Weekly reading Weekly tutorial

Module 9: Culturally competent health promotion practice - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Culturally competent health promotion practice		Weekly reading Weekly tutorial

Module 10: Research in public health - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Research in public health		Weekly reading Weekly tutorial Assessment 2 due **Presentation of Health Promotion Program** Due: Week 10 Friday (22 Sept 2023) 11:45 pm AEST

Module 11: Team work in public health - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Team work in public health		Weekly reading Weekly tutorial

Review and reflections - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 due **Reflective Discussion** Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST

Unit evaluation - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Case Study

Assessment Type
Case Study

Task Description
The first assessment task for this unit is a case study [2000 words]. Each student will choose a population group to write a case study. Case study will explore and critically analyse communication and cultural factors impacting health and wellbeing of the chosen population group from the following list. All students must discuss the population group chosen with their lecturer for approval.

1. Indigenous Australians
2. Culturally and Linguistically Diverse Australians
3. Rural and Remote Australians
4. Homeless Populations in Australia
5. Refugees Populations in Australia
6. Women Experiencing Domestic Violence
7. Socially Disengaged Youth in Australia
8. Elderly Populations in Australia

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

Assessment Due Date
Week 6 Friday (25 Aug 2023) 11:45 pm AEST
Students must submit the assignment through Moodle.

Return Date to Students

Feedback files will be uploaded to Moodle.

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria

The case study will be assessed on the following criteria.

1. Context and characteristics of population group described with supported data: 15%
2. Health status of the population group and relative inequities analysed and discussed critically with supported evidence: 15%
3. Communication and cultural factors impacting health outcomes of population group explored, analysed and discussed logically: 30%
4. Strategies to address the communication and cultural barriers identified, analysed and discussed critically: 20%
5. All work is the student's own, all information is appropriately referenced, and assessment is written following academic convention: 20%

Referencing Style

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

Submission
Online

Submission Instructions
Students must submit the assignment in Microsoft Word format through Moodle.

Learning Outcomes Assessed

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

2 Presentation of Health Promotion Program

Assessment Type
Group Work

Task Description
For this assessment, students will work on group of six members to analyse the intervention strategies of a health promotion program currently running in Australia or in their home country. Presentation needs to be prepared in power point slides and will be held during the class. The group will get maximum of 10 minutes for their presentation. Chosen program to undertake analysis for this assessment must be discussed with the lecturer for approval. You can choose a program listed in one of these websites.
Victorian Health Promotion Foundation (VicHealth): https://www.vichealth.vic.gov.au/
NSW Health: https://www.health.nsw.gov.au/
Australian Government Department of Health and Aged Care: https://www.health.gov.au/

Assessment Due Date
Week 10 Friday (22 Sept 2023) 11:45 pm AEST
Presentations will be assessed in class.

Return Date to Students

Feedback will be provided individually based on the assessment criteria for the task.

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
The presentation will be assessed on the following criteria.
1. The social context of health promotion program is explored and described logically: 20%
2. Intervention strategies used in the chosen health promotion program is explored, analysed and discussed critically: 20%
3. Critical analysis of health promotion program is demonstrated with the use of relevant evidence from literature: 20%
4. Presentation contents show understanding, reference to literature, and practical application: 20%
5. Clear presentation with appropriate language, standard slides and all information is appropriately referenced: 20%

Referencing Style

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

Submission
Online

Submission Instructions
Each student will be required to submit PowerPoint slides with notes 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

3 Reflective Discussion

Assessment Type
Reflective Practice Assignment

Task Description
The third assessment task for this unit is a reflective discussion. Each student will write a reflective response to the following questions based on his or her experience of engaging with a cross-cultural community.
1. What challenges did you experience while working with people from different cultural and linguistic backgrounds? How did you respond and manage that experience?
2. What changes would you make in your practice to ensure an effective engagement with people from culturally diverse backgrounds?
Student can use example from their previous or current experience of working with a community group and reflect on

communication and cultural challenges they experience. Students should then discuss learning they achieved from this experience and how they will apply that knowledge to improve their current and future public health practice.

Assessment Due Date
Week 12 Friday (6 Oct 2023) 11:45 pm AEST
Students must submit the assignment through Moodle.

Return Date to Students

Feedback files will be uploaded to Moodle.

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
The reflective discussion will be assessed on the following criteria.

1. Discussion shows evidence of understanding of engaging with cross-cultural community: 25%

2. Reflection demonstrates use of appropriate language, personal learning, reflexivity and change in practice: 25%

3. Reflexivity of linking personal experience, practice examples and evidence: 25%

4. All work is the student's own, all information is properly referenced, and essay is written according to academic convention: 25%

Referencing Style

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

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.

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