



PBHL20009 Working and Learning in Cross-cultural Communities A

Term 1 - 2020

Profile information current as at 30/04/2024 07:58 am

All details in this unit profile for PBHL20009 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

Working and learning in Cross-cultural Communities A is the first of two units undertaken across two terms. In this unit you will undertake an unpaid work placement of 120 hours to allow you to develop the relationships, skills and knowledge necessary to effectively work in a cross-cultural context. These relate to developing effective working relationships with colleagues in an organisation or community, developing partnerships that promote the co-generation of knowledge within these organisations of communities, and to be able to effectively co-plan and evaluate your own learning. You will be supported throughout your work placement and will be encouraged to deepen your reflexivity by examining your own assumptions and behaviours that could influence workplace relations and productivity.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: PBHL20007 Cultural Immersion and Lived Experience PBHL20008 Engaging with Cross-cultural Communities

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 - 2020

- 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. **Case Study**

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. Develop effective working relationships within a cross-cultural organisation or community
2. Work effectively in partnerships with other members of the cross-cultural team to promote the co-generation of knowledge
3. Co-plan and evaluate own learning outcomes relevant to working in a cross-cultural context
4. Critically reflect on own assumptions and behaviours that contribute to effective partnership building in cross-cultural contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 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 - Case Study - 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)

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 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Working in the Community: What is community health?	Goodman, RA, Bunnell, R and Posner SF (2014). What is community health? Examining the meaning of an evolving field in public health. <i>Preventive Medicine</i> , 67: 558-561.	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Diversity and Health in Australian Communities: The impact on physical and mental health that affects people from diverse cultural backgrounds	Henderson, S and Kendall, E (2011). Culturally and linguistically diverse peoples' knowledge of accessibility and utilisation of health services: Exploring the need for improvement in health service delivery. <i>Australian Journal of Primary Health</i> , 17: 195-201.	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Promoting Health: What is health promotion and how can it be carried out in diverse communities?	Davies, JK (2013). <i>Health promotion: A unique discipline?</i> Occasional Paper. Auckland: Health Promotion Forum of New Zealand.	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Targeting Health Promotion to Community Needs

Demaio, A, Drysdale, M & de Courten, M (2012). Appropriate health promotion for Australian Aboriginal and Torres Strait Islander communities; crucial for closing the gap. *Global Health Promotion*, 19 (2): 58-62.

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Health Promoting Institutions	Bauman A et al (2012). Active, healthy cities – how does physical activity vary between Australian cities? <i>Health Promotion Journal of Australia</i> , 23 (3): 201-207.	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Discussion of Case Study Findings		Case Study due by 5:00pm on 24/4/20 Case Study of a Community Health Issue in Australia Due: Week 6 Friday (24 Apr 2020) 5:00 pm AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: Diversity in the Australian system	Seeleman, C, Essink-Bot, M-L Stronks, K & Ingleby, D (2015). How should health service organizations respond to diversity? A content analysis of six approaches. <i>BMC Health Services Research</i> , 15:510.	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: Rural and remote communities	Bourke, L et al (2012). Understanding rural and remote health: A framework for analysis in Australia. <i>Health & Place</i> , 18: 496-503.	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: The Ageing Society	Sims, J (2017). Healthy ageing. <i>Australian Family Physician</i> , 46 (1-2): 26-29.	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: Indigenous Communities	Gwynne, K, Jeffries, T, and Lincoln, M (2018). Improving the efficacy of healthcare services for Aboriginal Australians. <i>Australian Health Review</i> , 43 (3): 314-322.	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Contexts of Practice: Mental Health
Gopalkrishnan, N (2018). Cultural diversity and mental health: Considerations for policy and practice. *Frontiers of Public Health*, 6: 179.

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Class discussion on placement experience, reflections on personal practice, and students' evolving understanding of the field of public health		Reflective journal due by 5:00pm on 5/6/20 (see Study Guide for submission requirements; placement notes must be submitted along with the journal) Reflective Journal Due: Week 12 Friday (5 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Case Study of a Community Health Issue in Australia

Assessment Type

Case Study

Task Description

The case study will require you to address one of the topics below and prepare an overview, or case, about the issue in the Australian community, the population or group most affected, the characteristics of this group that are most relevant in planning public health initiatives to address the issue, the agencies or institutions involved in addressing the issue, and an evaluation of existing initiatives that can be found in the literature. The focus of this case study will be to understand the connection between risk or vulnerability and group characteristics in the diverse Australian community. Each student will be assigned a case study topic by the instructor to ensure that a range of cases are covered in each tutorial group.

The topics for this term are:

1. Motor vehicle accidents resulting in death or serious injury;
2. Suicide;
3. Anxiety disorders;
4. Cardiovascular disease;
5. Skin cancer
6. Diabetes;
7. Oral health problems (tooth decay);
8. Malnutrition

Assessment Due Date

Week 6 Friday (24 Apr 2020) 5:00 pm AEST

Return Date to Students

Week 8 Friday (8 May 2020)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

This is an individual assignment of approximately 2000 words. The case study is to be written in formal academic language with appropriate references and citations. It must conform to the format outlined in the Study Guide and must contain the following sections: 1) **Introduction** -- outlines the issue and its magnitude in Australia; 2) **Population at Risk** - describes the specific segments of the population that are most affected (you will need to consider age, gender, linguistic/cultural background, place of residence, occupational category, and so forth, but keep in mind that not all of these categories will be relevant for every issue above and you may need to consider other categories. It is recommended that you begin with age and then determine what other characteristics contribute to risk.); 3) **Planning Initiatives** - describes the specific characteristics of the risk groups identified that would be useful in planning initiatives to address the issue and how health promotion activities could be tailored to the risk groups; 4) **Review of Existing Initiatives** - discusses and evaluates existing initiatives reported in the literature to address the issue, including your own view on why they were or were not successful. This section must also note the organizations or agencies involved in addressing the issue, including whether these are government bodies, NGOs, private organizations, and so forth. Additionally, the case study must refer to appropriate scholarly literature that is relevant (ie relates to the Australian context). It must show evidence of original analysis and discussion and conform to accepted conventions for originality and academic integrity.

Referencing Style

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

Submission

Online

Submission Instructions

This is an individual assessment that must be submitted through Moodle.

Learning Outcomes Assessed

- Develop effective working relationships within a cross-cultural organisation or community
- Work effectively in partnerships with other members of the cross-cultural team to promote the co-generation of knowledge
- Co-plan and evaluate own learning outcomes relevant to working in a cross-cultural context

Graduate Attributes

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

2 Reflective Journal

Assessment Type

Reflective Practice Assignment

Task Description

This is an individual assignment of approximately 2000 words based on your placement this term. The journal must consist of a minimum of 10 weekly entries that discuss and analyze the student's professional experiences and development that derive from placement. The focus of the journal is to show the student's deepening understanding of him or herself as a practitioner and to consider his or her experiences in the larger context of professional practice. It is not enough to just describe what was done during placement; the journal must show that the student has reflected on the experience and has tried to understand it in the context of his or her own learning. Guidelines for the reflective journal can be found at the end of the Study Guide. 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 ways in which the student's views or thinking have changed and what he or she has learned about him or herself as a practitioner and the community in which he or she is working.

Notes that form the basis of the journal entries must be completed on a weekly basis. This will show the development of the student's thinking and practice over the course of placement. There are spaces to record these notes as well as the issues the student should consider at the end of the Study Guide. The purpose of the notes is to help formulate the content of the journal which is the main part of this assessment. These notes **MUST** be submitted with the reflective journal in the form of an appendix to the assignment. The Study Guide contains detailed instructions and guidelines for this.

Assessment Due Date

Week 12 Friday (5 June 2020) 5:00 pm AEST

Return Date to Students

Exam Week Friday (19 June 2020)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

The reflective journal will be assessed on the extent to which the student has shown genuine reflection on his or her practice, the extent to which personal learning is documented, and the student's application of this learning to current and future practice. In addition, evidence of developing perspective must be shown in both the journal itself and the reflective notes that accompany it. Although this is a reflective assessment that may be written in an informal style, the reflective journal must be all the student's own work and conform to accepted conventions of originality and academic integrity.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Develop effective working relationships within a cross-cultural organisation or community
- Work effectively in partnerships with other members of the cross-cultural team to promote the co-generation of knowledge
- Co-plan and evaluate own learning outcomes relevant to working in a cross-cultural context
- Critically reflect on own assumptions and behaviours that contribute to effective partnership building in cross-cultural contexts.

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