



# PBHL20009 Working and Learning in Cross-cultural Communities A

## Term 1 - 2021

Profile information current as at 07/05/2024 06:07 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 - 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. **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](#).

## 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 Feedback presented orally by a group of students.

**Feedback**

Students highlighted a lack of relevance of some aspects of their course, although this did not relate to this unit.

**Recommendation**

The content of this unit can be used to fill gaps perceived by students across the MPH curriculum by the addition of additional real-life activities, such as a scenario or other simulated Public Health experience.

Feedback from Student feedback in various forms and coordinator's observation.

**Feedback**

It was not possible for students to complete a placement this term (due to the COVID19 situation).

**Recommendation**

The issue of meaningful placement opportunities needs to be addressed in general, but the ongoing possibility of limitations in this type of activity means that practical alternatives that give students the same kind of skills must be developed.

## 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

**David Fanany** Unit Coordinator  
[d.fanany@cqu.edu.au](mailto:d.fanany@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Working in the Community: What is community health?</b>	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 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Diversity and Health in Australian Communities: The impact on physical and mental health that affects people from diverse cultural backgrounds</b>	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 - 22 Mar 2021

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

### Week 4 - 29 Mar 2021

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 - 05 Apr 2021**

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 - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Class discussion of case study		Submission of assessment 1: Case Study, due Friday.  <b>Case Study</b> Due: Week 6 Friday (23 Apr 2021) 11:45 pm AEST

**Week 7 - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Contexts of Practice: Diversity in the Australian system</b>	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 - 03 May 2021**

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

**Week 9 - 10 May 2021**

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

**Week 10 - 17 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Contexts of Practice: Indigenous Communities</b>	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 - 24 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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## 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 - 31 May 2021

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Discussion of reflective assignment

Submission of assessment 2:  
Reflective assignment, due Friday.

**Reflective Journal/Essay** Due: Week 12 Friday (4 June 2021) 11:45 pm AEST

### Review/Exam Week - 07 Jun 2021

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

### Exam Week - 14 Jun 2021

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

## Assessment Tasks

### 1 Case Study

#### Assessment Type

Case Study

#### Task Description

**The first assessment task** is a case study of about 2000 words that you will complete on an individual basis. The case study will require you to address one of the topics listed in the study guide 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. Your tutor will assign topics in class to ensure that all of them are covered. For your chosen topic, you will need to research the scholarly literature as well as information available from organizations like the AIHW (Australian Institute of Health and Welfare). Please keep in mind that this case study must relate only and specifically to Australia, so you will need to limit your literature to material that addresses the situation here. Your case study must have 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.

This assignment must be written in a formal, academic style (not first person) and must be fully referenced. Harvard referencing is preferred for this unit. If you need help with referencing, please consult the ALC as soon as possible.

**You must achieve a mark of 50% on this assignment to pass the unit.**

#### Assessment Due Date

Week 6 Friday (23 Apr 2021) 11:45 pm AEST

#### Return Date to Students

Week 8 Friday (7 May 2021)

#### Weighting

50%

### **Assessment Criteria**

The assessment criteria for this assignment are:

1. The population at risk for the assigned public health issue is described and discussed.
2. Planning elements are discussed and considered.
3. Existing initiatives are reviewed and evaluated.
4. Appropriate use of literature.
5. Writing style is appropriate and a suitable level of integrity is maintained.

A detailed assessment rubric is available on Moodle.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Assignment must be submitted as a MS Word file. Your full name and student ID number must be in the file name.

### **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/Essay**

### **Assessment Type**

Reflective Practice Assignment

### **Task Description**

The second assessment task for this unit is a reflective essay. This is an individual assignment of approximately 2000 words and is based on your experience and observations this term during a real public health emergency. Your essay must consist of your reflection on the evolving situation that has taken place during the course of term 2, 2020. The focus of the essay is to show your deepening understanding of issues that may arise during a public health event, especially as they relate to cross-cultural communities like the one we live in, and yourself as a developing practitioner. Your essay should address the following points: 1) a very brief summary of the current pandemic and its effects in Melbourne; 2) the actual effects on our cross-cultural community; 3) the potential effects of this kind of situation on a cross-cultural community; and 4) what you, as a developing public health practitioner has learned from experiencing a real life public health emergency. You do not necessarily need academic references for this assignment but you will have to refer to outside sources for item 2 above. It is recommended that you use the news media for this, but please make sure that your sources relate specifically to Melbourne. For Item 3, you may refer to other locations in Australia and the world as a comparison (in this case, you will need references to media courses), but this section should reflect your considered opinion. In choosing sources for this assignment, make sure you refer only to reputable media (ie newspapers, television broadcasters, radio broadcasters, etc.; it is not acceptable to use social media sources, unless they come from reputable organizations. In other words, the personal opinion of individual members of society should not be used to address item 2 or support item 3.



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 your views or thinking has changed and what you have learned about yourself as a practitioner and the community in which you are working.

While this assessment is not due until week 12 of the term, it will be beneficial to make some notes for yourself as the situation develops that you can refer to when you write your reflective essay.

**You must achieve a mark of 50% on this assignment to pass the unit.**

**Assessment Due Date**

Week 12 Friday (4 June 2021) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (18 June 2021)

**Weighting**

50%

**Assessment Criteria**

The assessment criteria are:

1. Personal learning is discussed and documented.
2. Reflection on placement or assigned topic is discussed.
3. Descriptive elements of placement or assigned topic are presented.
4. Appropriate use of literature.
5. Writing style is appropriate and a suitable level of integrity is maintained.

A detailed assessment rubric is available on Moodle.

**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