



PBHL20009 Health and Wellbeing in the Cross-Cultural Community

Term 1 - 2022

Profile information current as at 27/04/2024 07:28 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

In this unit, you will develop your understanding of health and wellbeing issues that affect specific subpopulations in the context of cross-cultural communities. This knowledge will support effective working relationships with colleagues in an organisation or community, developing partnerships that promote the co-generation of knowledge within these organisations or communities and allow you to work effectively as a Public Health practitioner. The focus of the unit is on understanding Australia's cultural context and the collaborative nature of Public Health practice that involves communities, health and non-health organisations, and practitioners from a range of disciplines.

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

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 - 2022

- 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 Verbal feedback from students.

Feedback

Assessment feedback deals with assessments as separate self-contained tasks, in contrast with unit's aim of illuminating connections.

Recommendation

Assessment feedback will be adjusted in future terms to connect the two assessments, case studies, and other unit content more explicitly.

Feedback from Lecturer reflection, discussion with students.

Feedback

Supplementary material (articles, etc) are still mainly from the first year of the COVID-19 pandemic and may soon be out of date; some also have focus on countries other than Australia, whose current situation may have changed and also may be less relevant to Australia.

Recommendation

The supplementary material is likely to retain a focus on COVID-19, as it provides a unique opportunity for students to observe the unit's principles and concepts in real time. However, it will be reviewed and, where appropriate, updated with more recent content, with focus on both the Australian and global contexts.

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				

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

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Overview of Unit -- administration; unit assessment; scenario; research project		

Week 2 - 14 Mar 2022

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 3 - 21 Mar 2022

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 4 - 28 Mar 2022

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 5 - 04 Apr 2022

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.

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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.	
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Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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	
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Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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.	
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Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Contexts of Practice: The Aging Society	Sims, J (2017). Healthy ageing. <i>Australian Family Physician</i> , 46 (1-2): 26-29.	
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Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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.	
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Week 11 - 23 May 2022

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. <i>Frontiers of Public Health</i> , 6: 179.	Case Study Due: Week 11 Friday (27 May 2022) 11:59 PM Case Study Due: Week 11 Friday (27 May 2022) 11:59 pm AEST
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Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Discussion of reflective assignment		Reflective Essay Due: Week 12 Friday (3 June 2022) 11:59 pm AEST Reflective Essay Due: Week 12 Friday (3 June 2022) 11:59 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

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

As part of PBHL20009/20010, you will complete a case study based on significant research. The first part of this project is part of the assessment for the first of these two units that you take (either PBHL20009 or PBHL20010). You will complete the project in the second of the two units. Information about this project will be provided in the first lecture for this unit as well as on the Moodle site. Your topic must be approved by the Unit Coordinator, and you are expected to work on your project continuously over the course of this unit in an independent manner using the resources provided.

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 atopic which must be approved by the unit coordinator. This assessment will be completed over two units (PBHL2009 and PBHL20010). You will prepare an overview, or case, about the issue in the your 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. 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). Complete information on the content and structure of the case study is provided on the Moodle site for the unit.

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 or Library as soon as possible.

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

Assessment Due Date

Week 11 Friday (27 May 2022) 11:59 pm AEST

Return Date to Students

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 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. Your essay must consist of your reflection on your evolving learning that has taken place during the course of the term. The focus of the essay is to show your deepening understanding of issues that may people and society, especially in the context of 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 some of the major public health issues affecting your community; 2) the actual effects on groups and individuals; 3) the potential effects of this kind of situation on a cross-cultural community; and 4) what you, as a developing public health practitioner have learned that can apply to addressing this situation. 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 the community you are discussing, which must be identified. 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 sources), 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 have 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 over the course of the term 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 (3 June 2022) 11:59 pm AEST

Return Date to Students

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