PBHL20010 *Working and Learning in Cross-cultural Communities B*
Term 2 - 2020

All details in this unit profile for PBHL20010 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 B is the second 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: PBHL20009 Working and Learning in Cross-cultural Communities A
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

- 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

	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 - 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: <u>Harvard (author-date)</u>
For further information, see the Assessment Tasks.

Teaching Contacts

Rebecca Fanany Unit Coordinator
<u>r.fanany@cqu.edu.au</u>

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Health Literacy and Community Diversity	Peerson, A and Saunders, M (2011). Men's Health Literacy in Australia: In Search of a Gender Lens. *International Journal of Men's Health*, 10(2): 111-135.	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Health Literacy and Risk Communication	Vaughan, E and Tinker, T (2009). Influenza preparedness and response for vulnerable populations. *American Journal of Public Health*, 99 (52): S324-S332.	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Community Resilience, Health and Wellbeing	Buikstra, E et al (2010). The components of resilience: Perceptions of an Australian rural community. *Journal of Community Psychology*, 38 (8): 975-991.	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Community Capacity Building and Health Promotion	Raeburn, J et al (2007). Community capacity building and health promotion in a globalized world. *Health Promotion International*, 21 (S1): 84-90.	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Social Inclusion, Health and Wellbeing	O'Mara, B (2014). Aged care, cultural and linguistic diversity and IT in Australia: A critical perspective. *International Journal of health, Migration and Social Care*, 10 (2): 73-87.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Discussion of case study assignment		Assessment 1 -- Case Study due on Friday. **Case Study** Due: Week 6 Friday (28 Aug 2020) 11:45 pm AEST

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: Mothers and Young Children	Riggs, E et al (2014). Breaking down the barriers: A qualitative study to understand child oral health in refugee and migrant communities in Australia. *Ethnicity & Health*, 20 (3): 241-257.	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: Children and Families	Renzaho, AMN and Vignjevic, S (2011) The impact of parenting intervention in Australia among migrants and refugees from Liberia, Sierra Leone, Congo and Burundi: Results from the African Migrant Parenting program. *Journal of Family Studies*, 17:71-79.	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: The Non-English Speaking Background (NESB) Community	Gill, GJ and Babacan, H (2012) Developing a cultural responsiveness framework in healthcare systems: An Australian example. *Diversity and Equity in Health and Care*, 9: 45-55.	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: The Workplace	Noblet, A (2003) Building health promoting work settings: Identifying the relationship between work characteristics and occupational stress in Australia. *Health Promotion International*, 18 (4): 351-359.	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Becoming a Public Health Professional		

Week 12 - 05 Oct 2020

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 choose three of the eight stakeholder groups in the scenario (listed in the study guide) and discuss their role in a public health event; the nature and direction of their interest based on their position in the community and their function in society; and the factors that may affect their actions. You are expected to illustrate your view with examples drawn from the scenario itself or from real life public health events. You will also need to use appropriate academic references to support your understanding of stakeholder participation, communication needs, responsibilities, and so forth as relevant.

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 (28 Aug 2020) 11:45 pm AEST

Return Date to Students
Week 8 Friday (11 Sept 2020)

Weighting
50%

Assessment Criteria
The assessment criteria are:

1. The populations of interest are described and their interests in the context of public health are explained.

2. Their role in a public health event is discussed and analyzed.

3. Risks and responsibilities are discussed and analyzed.

4. Literature used is appropriate and academic in nature.

5. Writing style is appropriate and follows academic conventions, integrity issues are addressed and maintained.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Assignment must be submitted as a MS Word file with your name and ID number 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 Assignment

Assessment Type
Reflective Practice Assignment

Task Description
The second assessment task for this unit is a reflective assignment. This is an individual assignment of approximately 2000 words and is based on your experience during the scenario. Your must discuss and analyze what you have learned about public health and the role of different stakeholders and interest groups in a public health event along with the general role of the community in professional practice. The focus of the assignment is to show your deepening understanding of public health practice and to consider your experiences in the larger context of community engagement. It is not enough to just describe what you did in the scenario; you must show that you have reflected on the experience and have tried to understand in the context of your own learning. Guidelines for the reflective assignment 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 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 work.
You must achieve a mark of 50% on this assignment to pass the unit.

Assessment Due Date
Week 12 Friday (9 Oct 2020) 11:45 pm AEST

Return Date to Students
Exam Week Friday (23 Oct 2020)

Weighting
50%

Assessment Criteria
The assessment criteria are:
1. Learning from the scenario is discussed and described.
2. Reflection on the scenario shows self-analysis and insight.
3. Descriptive elements and relationships within the scenario are discussed and analyzed.
4. Literature used is appropriate and academic in nature.
5. Writing style is appropriate and follows academic conventions, integrity issues are addressed and maintained.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Assignment must be submitted as a MS Word file with your name and ID number 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
- 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