



PBHL20010 Working and Learning in Cross-cultural Communities B

Term 1 - 2021

Profile information current as at 09/05/2024 09:50 am

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 or 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 1 - 2021

- 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 Student feedback.

Feedback

The scenario was interesting and fun.

Recommendation

The scenario was introduced right before term 2, 2020 began to balance restrictions that made student placement impossible. It will be maintained, however, as students really enjoyed it.

Feedback from Student feedback.

Feedback

More international examples would be useful.

Recommendation

Because the vast majority of enrolment in this unit has been international students, it was designed to familiarise them with the Australian context of Public Health practice. However, where relevant, more international contrasts will be added, as are used in the earlier units in the sequence.

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
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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 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Health Literacy and Community Diversity	Recommended readings listed in study guide	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Health Literacy and Risk Communication	Recommended readings listed in study guide	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Community Resilience, Health and Wellbeing	Recommended readings listed in study guide	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Community Capacity Building and Health Promotion	Recommended readings listed in study guide	

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Social Inclusion, Health and Wellbeing	Recommended readings listed in study guide	

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
Discussion of Case Study Assignment	Recommended readings listed in study guide	Stakeholder Case Study Due: Week 6 Friday (23 Apr 2021) 5:00 pm AEST
Week 7 - 26 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: Mothers and Young Children	Recommended readings listed in study guide	
Week 8 - 03 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: Children and Families	Recommended readings listed in study guide	
Week 9 - 10 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: The Non-English Speaking Background (NESB) Community	Recommended readings listed in study guide	
Week 10 - 17 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Contexts of Practice: The Workplace	Recommended readings listed in study guide	
Week 11 - 24 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Becoming a Public Health Professional	Recommended readings listed in study guide	
Week 12 - 31 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Reflection on the Scenario		Reflective Essay Due: Week 12 Friday (4 June 2021) 5:00 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 Stakeholder 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 below) 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.

The groups you may choose from are:

1. Local government
2. Science/health experts

3. Local business interests
4. The media
5. Representatives of the long-term community (people who have lived in a given location for 10 years or more)
6. Representatives of new groups (people who have recently arrived in or moved to a given location)
7. Local health care personnel
8. State (or higher level) government

Your case study must have the following sections: 1) **Introduction** – identifies the three chosen groups and gives a general indication of who they are or what they do; 2) **Roles in a Public health Event** – for the groups you have chosen, describe their role in a public health event; make sure to consider whether their role is official or non-official and whether they are personally at risk of health impacts or if they experience some other kind of risk; 3) **Risks and Responsibilities** – for the groups you have chosen, describe the nature of the risks identified in the previous section; make sure to consider whether the risk is direct or indirect, whether it is a risk to health or another kind of risk, what the specific health or non-health risk involves, and what the group's responsibilities are in relation to the public health event and its own and other group's risks; 4) **Role in Public health Decision-Making** – for the groups you have chosen, consider how they contribute to decision-making in the context of a public health event; be sure to discuss whether their contribution is official or unofficial, the channel through which they might affect the decision-making process, and the degree to which their impact is informed by evidence-based and non-evidence-based knowledge; and 5) **Conclusion** – discuss the position of each of the groups you have chosen in a public health event; you may want to consider whether they are actors or bystanders, for example, or use some other classification, but be sure to state which group(s) you feel are likely to be affected most significantly, the nature of the impact, and why you believe this would occur.

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.

This assignment is due by 5:00pm on Friday of Week 6. The case studies will be discussed in class in week 6.

Assessment Due Date

Week 6 Friday (23 Apr 2021) 5:00 pm AEST

Return Date to Students

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

1. Assessment must contain specified content and sections;
2. Assessment must show evidence of thorough research and interpretation;
3. Assessment must show evidence or original thought and analysis from the student;
4. Writing style must be formal and conform to academic conventions;
5. All sources used must be fully cited in text and on a reference list.

Referencing Style

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

Submission

Online

Submission Instructions

Assessment must be submitted as an MS Word file.

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 during the scenario. You 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 this 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.

This assessment task is due by 5:00pm on Friday of week 12. Students experiences and impressions will be discussed in class in week 12.

Assessment Due Date

Week 12 Friday (4 June 2021) 5:00 pm AEST

Return Date to Students

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

1. Assessment shows evidence of deep reflection on personal experience and future practice;
2. Assessment shows understanding of stakeholder roles and interest in Public Health;
3. Assessment contains discussion of social, political, cultural, and ethical motives on the part of stakeholders and public health practitioners;
4. Assessment discusses how current learning will affect future practice;
5. All work submitted is the student's original thought and any sources used are fully cited in text and on a reference list.

Referencing Style

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

Submission

Online

Submission Instructions

Assessment must be submitted as an MS Word file.

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