

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# SOCL19065 Rural Communities and Health

## Term 2 - 2023

Profile information current as at 27/04/2024 12:54 am

All details in this unit profile for SOCL19065 have been officially approved by CQU University 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

This unit will prepare you for rural practice by providing an overview of rural Australia and its socio-cultural environment. Guided by a sociological perspective, you will gain an understanding of contemporary rural Australia and rural communities, and the social structures and cultural factors that influence them. The social determinants of health for rural populations will be examined and compared with those of metropolitan areas. The health inequalities and rural 'disadvantage' will be critically examined and you will investigate the challenges in accessing health care and health professionals, social determinants, risk behaviours and occupational factors. You will learn about the meaning of 'rurality' and the implications of 'rurality' for the health of different social groups. You will be prepared for rural practice through developing an understanding of your role as professionals, and of rural health issues, including the health status of Aboriginal and Torres Strait Islander people. While the focus of this unit is rural Australia, it would be of particular interest to those planning to live and work in rural and remote Australia; including social workers, human services practitioners, community development officers, nurses, paramedics and teachers.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Completion of 24 credit points.

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 - 2023

No offerings for SOCL19065

### 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 Undergraduate 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

#### 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 Email & Unit Evaluation

**Feedback**

Some students enjoyed the unit and felt they had gained a lot of knowledge of rural healthcare and communities to utilise in their future practice.

**Recommendation**

Continue to support students with relevant readings and assessments that build their professional capacity and performance.

#### Feedback from Email and Other

**Feedback**

Some students wanted more individualised responses to their questions.

**Recommendation**

Provide a learning and supportive environment to students by responding to students individually and supporting their emotional state.

#### Feedback from Unit Evaluation

**Feedback**

Some students sought resources & lecture content for the twelve weeks early in the term to undertake an independent self-paced study plan.

**Recommendation**

Continue to support students' learning through tutorials, online discussion forums, and one-on-one discussions. All lecture notes will be made available at the start of the term for students wishing to work ahead of the weekly schedule.

#### Feedback from Unit Evaluation

**Feedback**

Some students found the late addition of another unit's practical session to interfere with the timetabled tutorial time.

**Recommendation**

Ensure tutorial times for the unit are known by other discipline unit coordinators to prevent timetable clashes.

#### Feedback from Unit Evaluation

**Feedback**

Some students found the navigation of Moodle to find content not to be optimal.

**Recommendation**

Input from Learning & Teaching design support will be used to change the Moodle tile layout and make content more visible and not grouped into folders.

#### Feedback from Other, in class

**Feedback**

Some students experienced difficulty with written assessments such as essays and portfolio - prefer quizzes and short answer questions.

**Recommendation**

Provide students with greater academic learning support through the Academic Learning Centre on grammar, academic writing, referencing, and academic integrity skills.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Use a sociological perspective to explain health and social issues in rural and remote Australia
2. Explore the social determinants of health and how they may impact rural communities in rural and remote areas
3. Distinguish the health and social issues and challenges experienced by Aboriginal and Torres Strait Islander people and other social groups (e.g. new migrants, people living with disabilities) living in rural and remote communities
4. Explain the unique role of the health or social work professional working and living in rural and remote Australia.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks             | Learning Outcomes |   |   |   |
|------------------------------|-------------------|---|---|---|
|                              | 1                 | 2 | 3 | 4 |
| 1 - Written Assessment - 30% |                   |   |   | • |
| 2 - Online Quiz(zes) - 20%   | •                 | • | • |   |
| 3 - Portfolio - 50%          | •                 | • | • |   |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                 | Learning Outcomes |   |   |   |
|---|-------------------|---|---|---|
|   | 1                 | 2 | 3 | 4 |
| 1 - Communication                                   | •                 | • | • | • |
| 2 - Problem Solving                                 |                   |   |   |   |
| 3 - Critical Thinking                               | •                 | • | • | • |
| 4 - Information Literacy                            |                   |   |   |   |
| 5 - Team Work                                       |                   |   |   |   |
| 6 - Information Technology Competence               | •                 | • | • | • |
| 7 - Cross Cultural Competence                       |                   |   | • | • |
| 8 - Ethical practice                                |                   |   |   | • |
| 9 - Social Innovation                               |                   |   |   |   |
| 10 - 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:

## Referencing Style

Information for Referencing Style has not been released yet.

This unit profile has not yet been finalised.

## Teaching Contacts

Information for Teaching Contacts has not been released yet.

This unit profile has not yet been finalised.

## Assessment Tasks

Information for Assessment Tasks has not been released yet.

This unit profile has not yet been finalised.

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.