



PBHL20005 *Global Public Health*

Term 1 - 2024

Profile information current as at 02/06/2024 08:39 pm

All details in this unit profile for PBHL20005 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

This unit focuses on global health issues from a social-ecological public health perspective. You will explore the United Nations Sustainable Development Goals (SDGs) as they relate to global public health and examine a range of public health topics, including global health issues and priorities, Indigenous and minority health, health systems and policies, and systems strengthening. Key concepts covered in this unit include equity, social justice, and human rights across a range of populations, regions, and contexts. Multi-sectoral partnerships at a local, national and international level will be analysed, in addition to a specific focus on the global engagement of stakeholders to support the implementation of the SDGs. As part of this unit, you will explore a public health issue of interest and develop a place-based proposal to address it. You will then have an opportunity to present your topic and discuss its significance along with potential interventions, evaluation strategies, and challenges inherent in addressing the issue.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

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 - 2024

- 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. **Written Assessment**

Weighting: 60%

2. **Presentation**

Weighting: 40%

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 SUTE Teacher evaluation and SUTE Unit comments report

Feedback

Unit requires more examples or explanation based on real life situations.

Recommendation

Real world examples should be used wherever possible as relevant to teaching modules and the unit material adjusted to reflect this.

Unit Learning Outcomes

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

1. Explain the overall framework of the United Nations Sustainable Development Goals (SDGs) and be able to critique the challenges, opportunities, trends and possible futures for at least one of these SDGs
2. Justify community-based and community-led public health approaches as they relate to the SDGs in a particular region or context
3. Evaluate the importance of multi-sectoral partnerships at a local, national and international level and analyse key actors or partners as they relate to SDGs in a particular region or context
4. Reflect on own communication skills and cultural humility to enable effective partnership formation
5. Utilise the theory of salutogenesis to investigate key factors that support the promotion of health within the context of the SDGs
6. Critique case studies related to the SDGs and assess how social and environmental determinants of health contribute to the production of health inequalities
7. Design innovative public health interventions to address specific targets related to the SDGs in a particular region or context.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Written Assessment - 60%	•	•	•		•	•	
2 - Presentation - 40%	•	•		•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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

PBHL20005

Supplementary

The New Public Health

Edition: 4th (2015)

Authors: Fran Baun

Oxford University Press ANZ

Melbourne , Victoria , Australia

ISBN: 9780195588088

Binding: eBook

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer facility

Referencing Style

All submissions for this unit must use the referencing styles below:

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lal Rawal Unit Coordinator

l.rawal@cqu.edu.au

Schedule

Week 1: Introduction to Sustainable Development Goals (SDGs) - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Global Public Health PBHL20005 Introduction to Sustainable Development Goals (SDGs); Millennium Development Goals; Primary Health Care approach	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online classes for domestic/ distance students) Group discussions

Week 2: Political and Economic Determinants of health - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Political & Economic Determinants of Health	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online classes for domestic/ distance students) Group discussions

Week 3: Environmental Determinants of Health - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Environmental Determinants of Health (Climate Change and Health)	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online classes for domestic/ distance students) Group discussions

Week 4: Gender Equity and Health and Social Determinants of Health - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social Determinants of Health and Gender Equality and Health	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online classes for domestic/ distance students) Group discussions

Week 5: Global Health Partnerships and Health - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Global Health Partnership and Health	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online classes for domestic/ distance students) Group discussions Assessment 1 (Short answer questions) is due this week
		Assessment 1: Reflection activity on SDGs Due: Week 5 Friday (5 Apr 2024) 5:00 pm AEST

Mid-term Week: No teaching this week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
No classes this week		Marking will be done

Week 6: Maternal, Newborn & Child Health - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Maternal, Newborn & Child Health	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online class for domestic/ distance students) Group discussions

Week 7: Non-Communicable Diseases Prevention and Control - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Non-communicable Disease Prevention and Management	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online class for domestic/ distance students) Group discussions

Week 8: Mental Health & Substance Misuse - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mental Health & Substance Misuse	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online class for domestic/ distance students) Group discussions

Week 9: Food, Nutrition and Global Public Health Injuries & Violence - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Food, Nutrition and Global Public Health Injuries & Violence	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online class for domestic/ distance students) Group discussions Assessment 2a and 2b Due: Week 10 Friday (17 May 2024) 5:00 pm AEST
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Week 10: Community Based Health Programs Development, Implementation and Evaluation - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Community Based Health Program Development, Implementation and Evaluation	Various readings and learning materials.	Online lecture Tutorial class (on-campus and online class for domestic/ distance students) Group discussions Assessment 2 Part A (Expression of Interest) is due this week

Week 11: Revision, Learning Reflection and finalizing assessment 2b, presentations - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Revision, Learning Reflection and finalizing assessment 2b, presentations	Various readings and learning materials.	Tutorial class Group discussions Assessment 2 Part B (Presentation) to be held this week

Week 12: Presentations and comments/ feedback - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of presentations and comments/ feedback		Final revision of presentations/ slides and submission online

Week 13: Marking of Assessments 2a and 2b - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1: Reflection activity on SDGs

Assessment Type

Written Assessment

Task Description

Assessment 1: Reflection activity on SDGs

In this unit we have been reviewing the key public health and related Sustainable Development Goals. In preparation for this online written assessment, 5 short answer questions will be provided. You can identify important public health issues that relate to your home country and be prepared to answer questions to test your understanding of issues and concepts relating to the SDGs.

Please answer the questions in relation to your chosen country and health issue. Provide concise answers (approximately 200 words for the questions that carry 8 full marks each). The questions require understanding of issues and concepts covered in the readings/resources of the GPH unit. You do not need to cite any references.

Assessment Due Date

Week 5 Friday (5 Apr 2024) 5:00 pm AEST

Return Date to Students

Week 7 Friday (26 Apr 2024)

Weighting

60%

Minimum mark or grade

50% of total marks

Assessment Criteria

Each question will be allocated marks. Total marks allocated for this assessment is 40. The marks for each question will

be visible to students once they have logged in to the assessment. Students are required to answer the selected five questions in relation to their chosen country, target group/ population and health issue. Students are required to provide concise answers (approximately 300 words for the questions allocated for 10 marks and 150 words for the questions allocated for 5 marks). The questions require students clear understanding of issues and concepts covered during the lecture/ tutorials and in the readings/resources of the Global Public Health unit. This assessment does not require list of references. However, where possible, students are welcome to indicate the source (in-text citation like ABS, 2022, WHO 2022) of information in particularly when using data.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Responses to the questions to be submitted online.

Learning Outcomes Assessed

- Explain the overall framework of the United Nations Sustainable Development Goals (SDGs) and be able to critique the challenges, opportunities, trends and possible futures for at least one of these SDGs
- Justify community-based and community-led public health approaches as they relate to the SDGs in a particular region or context
- Evaluate the importance of multi-sectoral partnerships at a local, national and international level and analyse key actors or partners as they relate to SDGs in a particular region or context
- Utilise the theory of salutogenesis to investigate key factors that support the promotion of health within the context of the SDGs
- Critique case studies related to the SDGs and assess how social and environmental determinants of health contribute to the production of health inequalities

2 Assessment 2a and 2b

Assessment Type

Presentation

Task Description

Assessment 2A: Group assessment: Developing Expression of Interest (30%):

In this assessment, please assume the role of a Public Health Practitioner. Select a region or a country, a public health issue and a potential community-based project which seeks to address at least one of the UN SDGs. Present an argument (via an Expression of Interest) to Funding agency (i.e international/ national donor) as to why this program should be considered for funding. Proposal must represent an alliance that brings together at least one community-based organisation (in your region or country of choice), at least one international institution, and at least one health promotion industry partner. Indicative budget est. \$150,000 and the duration of the proposed project should not exceed 3 years.

Complete an EOI template using following headings/ sub-headings:

- Public Health Issue of specific country/ region of interest, Target group and Significance
- Describe the relevance to at least one of the SDGs and demonstrate how the proposed project will improve health outcomes of the target population.
- Clearly state aim and objectives of the proposed project
- Describe the implementation process (methodology) of the project
- Outline the needs and project evaluation approach
- Include Timeline (Gantt chart) of the project and the draft budgeting.

Assessment 2b: Presentation of the project proposal (Individual component): 30%

If you were successful in obtaining funding, what would your project look like?

Prepare a 12-15-minute group presentation for those in group/s and 3-5 minutes for those preparing an individual presentation. The presentation needs to include rationale; project aims and objectives, a detailed set of public health interventions/strategies and a well-designed project evaluation approach.

It is suggested that students use the 5 steps of the Generalised Model (Mc Kenzie, Nieger & Thackeray, 2013) to guide their presentation:

<https://www.pearson.com/us/higher-education/program/Mc-Kenzie-Planning-Implementing-Evaluating-Health-Promotion-Programs-A-Primer-7th-Edition/PGM301706.html>. These include:

Step I: Assessing the needs/ significance of the project

Step II: Setting aims and objectives

Step III: Clarity on methodology and developing intervention plans

Step IV: Implementing the interventions as planned and using organizational resources

Step V: Evaluation approach and assessing effectiveness of the interventions

Assessment Due Date

Week 10 Friday (17 May 2024) 5:00 pm AEST

Return Date to Students

Review/Exam Week Friday (7 June 2024)

Marked assessments will be available for students to view in Week 13 of the term

Weighting

40%

Minimum mark or grade

50% of total marks

Assessment Criteria

Assessment criteria for Assessment 2A:

- Rationale for the project with use of arguments and on the basis of relevant evidence base (30%)
- Clearly outlined the health problem and articulating the alignment of the project with SDG goal (s) (25%)
- Innovative and relevant project which is based on best practice interventions (25%)
- Culturally relevant partnerships and collaborations chosen (20%)

Assessment criteria for Assessment 2B:

- Clearly presented rationale, aims and objectives of the project
- Flow and clarity of the presentation
- Clearly stated detailed set of public health interventions/strategies
- Well-designed project evaluation approach
- Individual contribution to project development preparing presentation
- Capacity to respond the questions raised by the peers/ participants during the presentation

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the overall framework of the United Nations Sustainable Development Goals (SDGs) and be able to critique the challenges, opportunities, trends and possible futures for at least one of these SDGs
- Justify community-based and community-led public health approaches as they relate to the SDGs in a particular region or context
- Reflect on own communication skills and cultural humility to enable effective partnership formation
- Critique case studies related to the SDGs and assess how social and environmental determinants of health contribute to the production of health inequalities
- Design innovative public health interventions to address specific targets related to the SDGs in a particular region or context.

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