

PBHL20008 *Culturally Informed Public Health Practice*

Term 1 - 2026

Profile information current as at 16/03/2026 12:39 am

All details in this unit profile for PBHL20008 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

You will build on the Foundations of First Nations Peoples and Communities Wellbeing in Public Health unit by focusing on how to design, evaluate, and advocate for health improvement strategies that reflect community values. You will work with Indigenous governance models, policy frameworks, and co-generated knowledge. Through applied learning and collaborative inquiry, you will strengthen your skills in relational ethics, leadership, and community-led health systems transformation.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: *6*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Co-requisite: PBHL20007 Foundations of First Nations Peoples and Communities Wellbeing in Public Health.

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 - 2026

- 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: 30%

2. Group Work

Weighting: 40%

3. Written Assessment

Weighting: 30%

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

Feedback

More examples from different countries and communities about health promotion practice.

Recommendation

This unit is a teach-out, so no changes are required. However, this feedback will be considered for other units.

Unit Learning Outcomes

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

1. Develop collaborative approaches in effective cross-cultural relationships in public health contexts, with attention to relational ethics and accountability
2. Formulate benefits and challenges in community engagement in cross-cultural contexts, including implications for culturally responsive strategies
3. Evaluate the processes and impacts of cogenerating knowledge in cross-cultural contexts, including Indigenous governance and evidence frameworks
4. Reflect critically on experiences of simulated community engagement, including professional positioning in culturally diverse practice settings
5. Design culturally safe, community-led approaches to public health systems transformation.

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	5
1 - Written Assessment - 30%	•	•	•	•	
2 - Group Work - 40%	•		•		•
3 - Written Assessment - 30%		•	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge		◦		◦	
2 - Communication	◦	◦	◦	◦	
3 - Cognitive, technical and creative skills		◦			◦
4 - Research		◦	◦		
5 - Self-management				◦	
6 - Ethical and Professional Responsibility	◦	◦	◦	◦	◦
7 - Leadership	◦	◦			◦
8 - First Nations Knowledges					
9 - 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)
- Computer - ability to access study materials, access Zoom application for meetings and view instructional videos.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jamie Sorby Unit Coordinator
j.sorby@cqu.edu.au

Schedule

Week 1 - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Relational Ethics, Professional Positioning and Indigenous Governance	Check Moodle for reading materials	Lecture Tutorial

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Cross-Cultural Relationships, Communication and Community Expectations	Check Moodle for reading materials	Lecture Tutorial

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Governance, Community Authority and Cogeneration of Knowledge	Check Moodle for reading materials	Lecture Tutorial

Week 4 - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Integration, Relational Accountability and Professional Commitments	Check Moodle for reading materials	Lecture Tutorial Assessment 1 Positioning and Relational Ethics Reflection Due: Week 4 Friday (3 Apr 2026) 5:00 pm AEST

Week 5 - 06 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Culturally Safe Community Engagement in Public Health	Check Moodle for reading materials	Lecture Tutorial

Week 6 - 13 Apr 2026			
Module/Topic	Chapter		Events and Submissions/Topic
Identifying Culturally Unsafe Engagement and Governance Breaches	Check Moodle for reading materials		Lecture Tutorial
Vacation Week - 20 Apr 2026			
Module/Topic	Chapter		Events and Submissions/Topic
Vacation	No class		
Week 7 - 27 Apr 2026			
Module/Topic	Chapter		Events and Submissions/Topic
Co-Design, Community-Led Decision-Making and Relational Trust	Check Moodle for reading materials		Lecture Tutorial
Week 8 - 04 May 2026			
Module/Topic	Chapter		Events and Submissions/Topic
Community-Led Systems Thinking and Indigenous Public Health Leadership	Check Moodle for reading materials		Lecture Tutorial
Week 9 - 11 May 2026			
Module/Topic	Chapter		Events and Submissions/Topic Lecture Tutorial
Indigenous Evidence, Data Sovereignty and Co-Generated Knowledge	Check Moodle for reading materials		Assessment 2 Group Project - Presentation and Written Rationale Due: Week 9 Friday (15 May 2026) 5:00 pm AEST
Week 10 - 18 May 2026			
Module/Topic	Chapter		Events and Submissions/Topic
Ethical Leadership, Cultural Accountability and Designing Culturally Safe Public Health Strategies	Check Moodle for reading materials		Lecture Tutorial
Week 11 - 25 May 2026			
Module/Topic	Chapter		Events and Submissions/Topic
Implementing Culturally Safe Strategies and Community-Led Evaluation	Check Moodle for reading materials		Lecture Tutorial
Week 12 - 01 Jun 2026			
Module/Topic	Chapter		Events and Submissions/Topic Lecture Tutorial
Cultural Futures, Integrated Practice and Professional Commitments	Check Moodle for reading materials		Assessment 3 Policy Brief Due: Week 12 Friday (5 June 2026) 5:00 pm AEST
Exam Week - 08 Jun 2026			
Module/Topic	Chapter		Events and Submissions/Topic
Vacation/Exam Week - 15 Jun 2026			
Module/Topic	Chapter		Events and Submissions/Topic

Assessment Tasks

1 Positioning and Relational Ethics Reflection

Assessment Type

Written Assessment

Task Description

This assessment asks you to examine your own cultural, personal, and professional positioning in the context of cross-cultural public health practice with Aboriginal and Torres Strait Islander peoples. The focus is on relational ethics, understanding how your background, values, assumptions, and professional responsibilities shape the way you engage with communities. You will respond to a series of structured prompts (provided in the Assessment Instructions) to demonstrate your ability to reflect critically, analyse ethical positioning, and connect your reflections to key concepts introduced in Weeks 1-3.

You are required to write a 1000 word structured reflective analysis of your cultural and professional positioning in cross-cultural public health practice with Aboriginal and Torres Strait Islander peoples. Your task is to respond to the three structured prompts below, integrating at least two required readings or Indigenous scholarly sources from the first three weeks of the course. Please write in first person but maintain an academic reflective tone.

Structured Prompts (You Must Respond to All Three)

Prompt 1 — My Cultural and Professional Positioning

Reflect on your own cultural background, personal identity, lived experiences, and professional role.

Consider:

- What aspects of your identity shape how you see health, wellbeing, and community?
- How might your cultural worldview influence the way you engage with Aboriginal and Torres Strait Islander peoples?
- What strengths and limitations come from your positioning?

Link your reflection to key concepts such as culture, worldview, positionality, power, identity, and relationality.

Prompt 2 — Relational Ethics, Accountability and Power

Reflect on how relational ethics guide your responsibilities in public health practice.

Consider:

- What ethical responsibilities do you hold when working cross-culturally?
- Where might your assumptions or biases arise, and how could they impact trust, safety, or equity?
- How do principles such as relational accountability, humility, reciprocity, and respect apply to your practice?

Use at least one reading from Weeks 1-3 to deepen your analysis.

Prompt 3 — Implications for My Future Public Health Practice

Reflect on how your positioning will shape your future work with Aboriginal and Torres Strait Islander communities.

Consider:

- What will you need to unlearn, strengthen, or develop to practice ethically?
- How will you ensure culturally safe, community-led engagement?
- How does your positioning inform your approach to collaboration, governance, and shared decision-making?

Use evidence to support your conclusions.

To successfully complete this task, you must:

- Address all three structured prompts
- Write 1000 words ($\pm 10\%$)
- Reference at least two readings or Indigenous scholarly sources from Weeks 1-3
- Use APA 7th ed. referencing for in-text citations and reference list
- Submit as a Word document

Writing Expectations - Your reflection should be:

Critical - go beyond description; analyse why and how your positioning matters

Honest and self-aware - acknowledge assumptions, blind spots, and areas of growth

Conceptually grounded - connect your reflection to key theories, readings, and concepts

Structured - use headings for the three prompts

Professional - first person is encouraged but must remain scholarly.

Level of GenAI use allowed on Assessments 1: Level 1 NO AI. You must not use AI at any point during the assessment.

You must demonstrate your core skills and knowledge.

Assessment Due Date

Week 4 Friday (3 Apr 2026) 5:00 pm AEST

Please submit your assessment before due date/time via Moodle

Return Date to Students

Week 6 Friday (17 Apr 2026)

Feedback provided

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

This Positioning and Relational Ethics Reflection assessment will be assessed against the following criteria:

1. Depth of Critical Self-Reflection and Positionality Analysis
2. Application of Relational Ethics, Accountability and Power
3. Substantiating Evidence Through Literature
4. Structure, Coherence and Quality of Writing
5. Referencing and Formatting (APA 7 ed.)

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Develop collaborative approaches in effective cross-cultural relationships in public health contexts, with attention to relational ethics and accountability
- Formulate benefits and challenges in community engagement in cross-cultural contexts, including implications for culturally responsive strategies
- Evaluate the processes and impacts of cogenerating knowledge in cross-cultural contexts, including Indigenous governance and evidence frameworks
- Reflect critically on experiences of simulated community engagement, including professional positioning in culturally diverse practice settings

2 Group Project - Presentation and Written Rationale

Assessment Type

Group Work

Task Description

In this assessment, you will work in groups of 3-4 students to design a governance-informed, culturally responsive public health strategy addressing an Aboriginal and Torres Strait Islander health issue. Importantly, this task does not involve community co-design. Instead, it focuses on your ability to design ethically and accountably in the absence of community authority, while demonstrating a clear understanding of Indigenous governance, relational ethics, and the limits of your role as emerging public health practitioners.

You will design a hypothetical strategy and explicitly identify:

- what can be responsibly proposed at this stage, and
- what must be deferred to Indigenous community governance, leadership, and decision-making.

This mirrors real-world practice, where public health professionals must often prepare proposals without over-claiming authority, and with clear pathways for future community-led processes.

In groups of 3-4, you will design a governance-informed public health strategy addressing a selected Aboriginal and Torres Strait Islander health issue.

This assessment does not simulate co-design.

You are not being asked to speak for communities or claim community priorities.

Instead, you are required to:

- Design responsibly in the absence of community authority
- Demonstrate governance literacy
- Show ethical reflexivity and restraint
- Identify what must remain under Indigenous community control

Part A — Group Presentation (10 minutes)

Your presentation must include:

The public health issue

Description and significance

Cultural, historical, and systemic context
Indigenous governance frameworks
Which frameworks would guide decision-making
Why governance matters in this context
Proposed hypothetical strategy
What is being proposed
Why it is culturally responsive
What assumptions have been avoided
Ethical limits and accountability (REQUIRED)
What students cannot ethically decide
Where authority must sit with community governance
Risks of over-claiming or simulated co-design
Pathway to genuine co-design
What would be required for real community-led processes
How governance would guide next steps
All group members must present. The presentation can be done using PowerPoint or another appropriate software to support your presentation.

Part B — Written Group Rationale (2000 words)

Your written rationale must include the following sections:

1. Introduction

Issue overview and purpose of the strategy

2. Public Health Issue and Context

Cultural, relational, historical, and structural determinants

3. Indigenous Governance Frameworks

How governance would shape decision-making and authority

4. Hypothetical Strategy Design

What is proposed and why — without claiming community endorsement

5. Ethical Boundaries, Governance and Accountability (MANDATORY)

You must explicitly address:

- Why this strategy is not co-designed
- Limits of student authority
- Risks of appropriation or assumption
- What must be decided by Indigenous governance
- How accountability would be maintained

6. Pathway to Genuine Co-Design

What ethical, relational, and governance conditions would be required

7. Conclusion

8. Group Contribution Declaration

Minimum 8 scholarly sources, including Indigenous authors.

You must not:

- Claim community endorsement
- Simulate co-design
- Use AI to generate strategies or writing
- Outsource or paraphrase content
- Collaborate outside your group

Your assessment must demonstrate ethical restraint as a strength, not a limitation.

Presentation: Level of GenAI use allowed on Assessments 2: Level 1 NO AI. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

Written Rationale: Level of GenAI use allowed on Assessments 2: Level 2 AI Planning. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Assessment Due Date

Week 9 Friday (15 May 2026) 5:00 pm AEST

Please submit your assessment before due date/time via Moodle

Return Date to Students

Week 11 Friday (29 May 2026)

Feedback provided

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

This Group Project - Presentation and Written Rationale assessment will be assessed against the following criteria:

1. Strategy Design and Innovation
2. Ethical Reflexivity, Governance Awareness and Accountability
3. Substantiating Evidence Through Literature
4. Presentation Quality
5. Written Rationale Quality
6. Referencing and Formatting

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Develop collaborative approaches in effective cross-cultural relationships in public health contexts, with attention to relational ethics and accountability
- Evaluate the processes and impacts of cogenerating knowledge in cross-cultural contexts, including Indigenous governance and evidence frameworks
- Design culturally safe, community-led approaches to public health systems transformation.

3 Policy Brief

Assessment Type

Written Assessment

Task Description

In this assessment, you will write a 2000-word policy or strategy brief that analyses a current Aboriginal and Torres Strait Islander public health issue and proposes culturally safe, community-led approaches to improving outcomes. This brief should reflect the writing conventions of professional policy communication: concise, persuasive, evidence-based, and grounded in Indigenous governance and community priorities. You will translate what you have learned in this unit into practical, actionable recommendations that could be used by policymakers, health leaders, or community-controlled organisations.

You will choose one contemporary health issue (from a provided list or approved alternative) and produce a brief that demonstrates understanding of relational ethics, community engagement, governance frameworks, and culturally informed public health strategies.

Your brief must use the conventions of professional policy writing:

- Clear structure
- Targeted and persuasive communication
- Evidence-informed recommendations
- Indigenous governance and community priorities at the centre
- Practical and actionable proposals

This assessment builds on the relational ethics and positionality work you undertook in Assessment 1, and the governance principles applied in Assessment 2.

Step 1 — Select a Public Health Issue

Choose one public health issue affecting Aboriginal and Torres Strait Islander peoples from this list:

- Social and emotional wellbeing
- Health impacts of climate change
- Youth suicide and self-harm prevention
- Cultural determinants of health and cultural revitalisation
- Food security and nutrition
- Housing, overcrowding, or environmental health
- Chronic disease (e.g., diabetes, cardiovascular disease)
- Maternal and infant health
- Alcohol and other drug (AOD) harms
- Another issue (must be tutor-approved)

Step 2 — Analyse the Issue

Your brief must include:

- A concise description of the issue and who it affects
- Key cultural, historical, relational, and structural determinants
- Why this issue matters from a community perspective
- Strengths that exist within communities
- Gaps or limitations in current policy or service responses
- Evidence from Indigenous-led sources and peer-reviewed literature

Step 3 — Apply Indigenous Governance and Ethical Frameworks

Your analysis must show how Indigenous governance principles shape:

- Understanding of the issue
- Assessment of current policy responses
- Foundations of your proposed solutions

Examples of frameworks you may draw upon include:

- Community control
- Indigenous data sovereignty
- Relational accountability
- Cultural determinants of health
- Indigenous evaluation frameworks
- Strengths-based practice
- Caring for Country frameworks

Step 4 — Develop Culturally Safe, Community-Led Recommendations

Your brief must contain:

- 3–5 actionable recommendations
- Strategies that prioritise community leadership, relational ethics, and self-determination
- Solutions grounded in strengths and Indigenous ways of knowing, being, and doing
- Feasible, realistic, and impactful actions
- Consideration of implementation challenges.

Examples include:

New programs, policies, or community-led initiatives

Improvements to existing systems

Governance or structural reforms

Capacity-building strategies

Partnerships or new ways of working

Step 5 — Write the Policy or Strategy Brief (2000 words)

Your brief must include the following sections:

1. Executive Summary (150 words)

A concise overview of the issue and key recommendations.

2. Background / Issue Description (450 words)

Clear analysis of who is affected, why it matters, and what evidence shows.

3. Current Policy Response (350 words)

Brief overview of policies, programs, or systems in place, including their strengths and limitations.

4. Indigenous Governance and Frameworks (350 words)

Application of Indigenous ways of knowing, being, doing, and governing to the issue.

5. Recommendations (550 words)

Three to five community-led, strengths-based, culturally grounded recommendations.

6. Conclusion (150 words)

Short summary highlighting the importance of culturally informed public health approaches.

7. Reference List (APA 7)

Minimum 10 scholarly sources, including:
Indigenous authors/scholars
Indigenous-led organisations
Peer-reviewed journals
Policy and government documents

Presentation and Formatting requirements:

2,000 words (+/- 10%)

Professional policy format

Use headings and subheadings

Clear, persuasive, concise writing

APA 7 in-text citations and reference list

Submit as a Word document

Level of GenAI use allowed on Assessments 3: Level 2 AI Planning. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Assessment Due Date

Week 12 Friday (5 June 2026) 5:00 pm AEST

Please submit your assessment before due date/time via Moodle

Return Date to Students

Vacation/Exam Week Friday (19 June 2026)

Feedback provided

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

1. Analysis of Public Health Issue
2. Application of Indigenous Governance and Ethical Frameworks
3. Quality of Recommendations (Culturally Safe, Actionable, Community-Led)
4. Substantiating Evidence Through Literature
5. Structure, Coherence and Quality of Policy Writing
6. Referencing and Formatting

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Formulate benefits and challenges in community engagement in cross-cultural contexts, including implications for culturally responsive strategies
- Evaluate the processes and impacts of cogenerating knowledge in cross-cultural contexts, including Indigenous governance and evidence frameworks
- Design culturally safe, community-led approaches to public health systems transformation.

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