

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	HEALTH AND WELL-BEING IN DIVERSE COMMUNITIES
Unit ID:	CHSUG3003
Credit Points:	15.00
Prerequisite(s):	(At least 30 credit points from ANY subject-area at 1000-1999 level)
Co-requisite(s):	Nil
Exclusion(s):	(WELSI2200)
ASCED:	090515

Description of the Unit:

This unit explores the social, political and cultural issues related to physical and mental health and wellbeing in Australian and International communities. These issues will be explored within the lens of the social origins of health. It will critique the bio-medical origins of health and explore alternative theoretical frameworks, such as social determinants of health, social origins of health, psychosocial and ecological practice models. Particular attention will be given to social determinants of health and how race, ethnicity, sexuality, gender and trauma impact on the wellbeing of communities. It will explore how health policy impacts on different and diverse communities and their impact on health equity and access to services for differently placed individuals and communities.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine health and mental health issues from a variety of perspectives including; practitioners, serviceusers and consumer advocates, locally, nationally and internationally.
- K2.** Define what is meant by good health, mental health and wellbeing and how these definitions are socially constructed.
- K3.** Identify social, cultural, political and economic structural factors in the health and mental wellbeing of all peoples.
- K4.** Critically evaluate policies and practices that influence the health and mental health agenda and their impact on equity and access issues.

Skills:

- S1.** Develop research skills by exploring literature, key concepts and contemporary developments.
- S2.** Communicate social determinants of health to a variety of audiences.
- S3.** Describe and explain a variety of perspectives about health, mental health and wellbeing to a broad audience.

Application of knowledge and skills:

- A1.** Apply contemporary perspectives about health, mental health and wellbeing to practices in community and human services.
- A2.** Communicate with a variety of individuals and communities around the social determinants of health.

Unit Content:

Topics may include:

- Conceptualizing Health and Wellbeing: introducing theory and policy frameworks
 - The bio-medical model/social origins of health/social determinants of health
 - Constructions of health and wellbeing in health policy
 - Equality equity and social determinants of health.
- Practice of Health and wellbeing in diverse settings including indigenous populations, migrants and refugees
 - Race, racism and culture in health settings
 - Identity, and sexuality
 - Gendered violence in diverse communities
 - Re-traumatisation by the system
 - Poverty, class and health
 - Disability
 - Substance abuse and addiction.
- Health and wellbeing practice frameworks when working with diverse communities
 - Health promotion and health literacy
 - Trauma informed practice
 - Holistic/cultural inclusivity and sensitivity
 - Person in place.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K4, S1	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, S2	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	A2	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2	Analyse and critique the theoretical underpinnings of an identified contemporary healthy policy/intervention in Australia or international context	Discussion/White Paper	25-35%
K1, K2, K3, S1, S2, A1, A2	Identify 2-3 critical health indicators within Australian society for which there is an identified disparity between mainstream community outcomes and those of an identified diverse community/group	Report	30-40%
K1, K2, K4, S1, S2, S3, A1	In this assessment you are required to present an approach to practice within an identified community/group such as a psycho social model	Essay	30-40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)