



# Course Outline (Higher Education)

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

## Description of the Course :

This course 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, etc.)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

## Program Level:

Level of course in Program	AQF Level of Program					
	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 checked="" 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.

**Course 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.

**Values:**

- V1.** Develop an attitude of scholarly enquiry and an enthusiasm for knowledge about health mental health and wellbeing
- V2.** Apply principles of self-directed learning in a co-operative education environment
- V3.** Develop attitudes to change which reflect real world scenarios.

### Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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	A, B, B	AT1	B
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	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	A, A, A, A, A	AT1, AT2, AT3	A, A, B
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	B	AT3	B
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	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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%

**Adopted Reference Style:**

APA