

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	POPULATION AND GLOBAL HEALTH PERSPECTIVES
<b>Unit ID:</b>	EDHPE4002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	069999

## Description of the Unit:

This unit is designed to extend students' theoretical understanding and application of health concepts obtained in earlier years of the program. Specifically, a higher-level of understanding will be developed in relation to the health status within populations. Students will compare health issues in Australia and globally and explore evidence-based health interventions to address key health issues. This unit will also examine the structure and function of health systems and organisations in Australia and Globally.

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

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**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

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Identify and articulate key global health issues.
- K2.** Explain social and cultural factors influencing health inequalities in a population.
- K3.** Understand similarities and differences in health status and burden of disease between in Australia and Globally.
- K4.** Describe the role of significant national and international agencies and organisations in global health and sustainable human development.
- K5.** Explain the complex and dynamic nature of health and wellbeing as it applies to populations in the region, Australia, and globally.
- K6.** Explore the development of health promotion and health education approaches in the region, Australia and globally.

#### Skills:

- S1.** Analyse current health issues and the evidence-based responses in Australia and globally.
- S2.** Compare health outcomes experienced by groups from different social and cultural contexts and explain why differences occur.
- S3.** Demonstrate effective skills in written and oral communication, including reflection.

#### Application of knowledge and skills:

- A1.** Research a health issue, comparing and contrasting local, national and global experiences of determining factors and prevention/response strategies.
- A2.** Demonstrate and apply knowledge and understanding of population health status, health promotion and health education programs at local, national and global levels.

#### Unit Content:

Topics include:

- Models and theories of health for populations.
- Measurements of health and application to global health status.
- Key health issues for populations at a regional, Australian, and global level.
- Factors, including biological, socio-cultural, political, and behavioural, impacting the health of various populations.
- Australian health care system.
- Global government and non-government agencies involved in the provision of health care.
- Australian and global agencies involved in health promotion/education.

#### 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.	K2, 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.	K4, S2	AT4
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, S1, A1	AT4
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.	K6, S6	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.	K5, S4	AT3

#### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, S3, A2	Review of material covered in both practical and online settings.	Examination	40-60%
K1, K2, K3, K4, K5, S1, S2, S3, A1	Research a health issue addressing health status, health prevention/response strategies at regional, Australian and global levels. Compare, contrast and critically evaluate findings.	Written task.	40-60%

#### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)