

# 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.

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to

prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K3, K4, S2, S3	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	S3	AT1
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K2, K5, S1, S3	AT1
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	K3, S1	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life</li> </ul>	K2, K4, K6, S2	AT1, AT2

**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](#)