

Unit Outline (Higher Education)

Institute / School: Institute of Health and Wellbeing

Unit Title: Global Health Determinants

Unit ID: HEALT6000

Credit Points: 30.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 060301

Description of the Unit:

This unit provides an orientation to the context of global health care in order to understand the implementation of primary health care strategies across the globe with a specific focus upon factors that facilitate and constrain them. This unit provides a critical and advanced level overview of the conceptual underpinnings of the determinants of health and explores different approaches to the global determinants of health including the structural factors and conditions affecting human populations with an emphasis on the determinants. The common influences upon the health of indigenous populations across the world are compared and contrasted so that patterns of health and disease in developing countries and the factors that influence them can be identified. The importance of health and human rights in a local and global context is also explored. Ethical frameworks for change are investigated so that students develop an appreciation of the accomplishments and failures of the western medical model in the third world.

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

Work Experience:

No work experience

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 the determinants of health and their role in the health of individuals, groups and communities;
- K2.** Synthesize the relationship between the individual elements of the determinants and the relative influence of these factors in different settings and contexts;
- K3.** Classify areas of health inequality and inequity as it relates to the global health determinants.

Skills:

- S1.** Appraise the influence of each determinant from local and global perspectives in terms of health care
- S2.** Critically examine the role of ethical professional and leader in health care with regard to determinants of health;
- S3.** Illustrate the epidemiological elements of the determinants of health across countries.

Application of knowledge and skills:

- A1.** Apply the principles of a conceptual model for understanding and the critical analysis of individual determinants to identify areas of focus;
- A2.** Demonstrate competency in the application of critical appraisal of research literature of health determinants nationally and internationally;
- A3.** Appraise and articulate contemporary evidence based research in the current issues in global health.

Unit Content:

Topics may include: Health for all - health inequality, inequity and empowerment, (individual, group and community) Emerging health issues and global primary health care measures and responses The Western Model of health care as a dominant response to health care conditions Health, wealth and development and the inclusion of Health in all policies (HIP) The determinants of health, social, indigenous, economic, biological, environmental and related global responses Links between poverty, development, social and other determinants Literacies (digital, cultural and health) as a determinant of health Links between health determinants and health status & associated theoretical approaches Cross boundary application of a range of health outcome data

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 be 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> Using and demonstrating a high level of verbal and non-verbal communication Demonstrating a mastery of listening for meaning and influencing via active listening Demonstrating and showing empathy for others High order skills in negotiating and conflict resolution skills Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> Creating and sustaining a collegial environment Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions Inspiring and initiating opportunities to lead others Making informed professional decisions Demonstrating initiative in new professional situations. 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working 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"> Reflecting critically to generate and consider complex ideas and concepts at an abstract level Analysing complex and abstract ideas, concepts and information Communicate alternative perspectives to justify complex ideas Demonstrate a mastery of challenging conventional thinking to clarify complex concepts Forming creative solutions in problem solving to new situations for further learning. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide 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"> Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally Collating, managing complex data, accessing and using digital data securely Receiving and responding professionally to messages in a range of professional digital media Contributing competently and professionally to digital teams and working groups Participating at a high level in digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts Professionally committing to the promulgation of social responsibility Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others Generating, leading and implementing required actions to foster sustainability in their professional and personal life 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3	Using available census data, students will select, compare and contrast two countries/communities on the basis of one health priority area or a specific burden of disease and critically examine the influence of health determinants upon the data as it relates to health outcomes.	Written Report	20 - 40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Identify a priority primary healthcare issue in a chosen country/community and then provide a critique of the primary and public health programs in that country/community aimed at addressing that public health issue.	Case Study	60 - 80%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)