Course Outline (Higher Education)

Faculty: Faculty of Education and Arts

Course Title: HEALTH AND WELLBEING IN DIVERSE COMMUNITIES

Course ID: CHSUG3003

Credit Points: 15.00

Prerequisite(s): (Two Introductory level (1000-1999) courses)

Co-requisite(s): Nil

Exclusion(s): (WELSI2200)

ASCED Code: 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.)

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>AQF Level of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Introductory</td>
<td></td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Examine health and mental health issues from a variety of perspectives including; practitioners, service users 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.
Course Outline (Higher Education)

CHSUG3003 HEALTH AND WELLBEING IN DIVERSE COMMUNITIES

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:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.
Course Outline (Higher Education)

CHSUG3003 HEALTH AND WELLBEING IN DIVERSE COMMUNITIES

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students engage with contemporary debates which impact the lives of individuals and communities</td>
<td>Medium</td>
</tr>
<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students engage with current developments which impact practice frameworks</td>
<td>High</td>
</tr>
<tr>
<td>Capable, flexible and work ready</td>
<td>Students communicate contemporary developments and practice frameworks to colleagues, individuals and communities</td>
<td>High</td>
</tr>
<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students engage with individuals in terms of positive wellbeing</td>
<td>High</td>
</tr>
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Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>K1, K2, K3, S1, S2, A1, A2</td>
<td>Analyse and critique the theoretical underpinnings of an identified contemporary healthy policy/intervention in Australia or international context</td>
<td>Discussion/White Paper</td>
<td>25–35%</td>
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<tr>
<td>K1, K2, K3, S1, S2, A1, A2</td>
<td>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</td>
<td>Report</td>
<td>30–40%</td>
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<tr>
<td>K1, K2, K4, S1, S2, S3, A1</td>
<td>In this assessment you are required to present a psycho social approach to practice within an identified community/group</td>
<td>Essay</td>
<td>30–40%</td>
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Adopted Reference Style:

APA