



HLTH12032 *Community Assets and Needs* Assessment Term 1 - 2019

Profile information current as at 27/04/2024 12:56 pm

All details in this unit profile for HLTH12032 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

At a global level, there are rising demands for health care, limited resources and increasing inequalities in health. Community health assets and needs assessments have a vital part to play, enabling practitioners, managers and policy-makers to identify those in greatest need; the physical, economic, social and cultural assets available within the community; and to ensure that health care resources are used to maximise health improvement. For health promotion practitioners, the ability to conduct a community health assessment is a core skill. You will be introduced to the different types of community assets and needs assessments that can be undertaken with local communities. You will examine the history and role of community assets and needs assessments and review a range of methods that can be used to implement and evaluate assets and needs assessments in local communities. You will have the opportunity to complete a community profile and also undertake a community assets and needs assessment.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Group Discussion**

Weighting: 20%

3. **Group Work**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student emails and phone calls.

Feedback

Residential school is problematic for students due to cost and time away from work/family. For non public health students who already have a large number of residential schools in their course this makes the unit no longer a good option for an elective.

Recommendation

Remove the residential component, and utilise online methods for delivering the learning outcomes.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Argue the importance of community assets and needs assessment as the foundation of effective health promotion.
2. Analyse how determinants of health are incorporated into community assets and needs assessments.
3. Determine how various health promotion theories and frameworks influence different sources of information in community assets and needs assessments.
4. Apply culturally appropriate methods and models to assess the assets and needs of a community and facilitate knowledge transfer and advocacy
5. Discuss facilitation and collaboration processes used to analyse and prioritise the information gathered from community assets and needs assessments.
6. Explain how ethical considerations are applied in a community assets and needs assessment context

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 30%	•			•		
2 - Group Discussion - 20%	•	•	•		•	•
3 - Group Work - 50%		•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•		•	•		•
2 - Problem Solving		•	•			
3 - Critical Thinking	•	•			•	
4 - Information Literacy				•		
5 - Team Work			•	•	•	•
6 - Information Technology Competence			•			
7 - Cross Cultural Competence		•				•
8 - Ethical practice	•	•			•	
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•			•		•				
2 - Group Discussion - 20%	•		•	•			•	•		
3 - Group Work - 50%	•	•			•	•		•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

There is no textbook for this unit. Please ensure you read the set readings throughout the term.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator
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Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Defining and Understanding Community	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	Tutorial 1

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Community assets and needs assessments: what are they and why do we do them	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Community profiles: using secondary data to start building your understanding	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	Tutorial 2

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Tools and methods for conducting community assessments	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Engagement and collaboration in community assessment	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	Tutorial 3: You will form groups for assessment 3: Community Assessment in this week's tutorial.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Quantitative data for community assessment	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	Community Profile Due: Week 6 Tuesday (23 Apr 2019) 11:45 pm AEST
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Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Qualitative data for community assessment	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	
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Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Identifying, characterising and defining the communities assets and needs	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	
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Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Prioritising needs and ethical considerations	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	Tutorial 9
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Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Interpreting and communicating your findings	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	
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Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment to action and evaluation of the process	Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities	
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Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Specialised community assessments: preparation and recovery from significant events

Prescribed learning activities - combination of narrated powerpoints, journal articles, chapter readings and online activities

Community Health assessment report Due: Week 12 Monday (3 June 2019) 11:45 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

Group Discussion Due: Review/Exam Week Tuesday (11 June 2019) 11:45 pm AEST

Exam Week - 17 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Community Profile

Assessment Type

Written Assessment

Task Description

You need to provide a detailed community profile in the form of a report. This report will include:

- The definition and elements of community, as outlined by Issel (2009);
- Information about people, place and interaction relevant to your chosen community;
- Commentary about the assets available in the community;
- Commentary about the strengths and limitations of the information presented;
- Commentary related to what additional data could contribute to a comprehensive health assessment of your chosen community.

You should gather the information related to your chosen community from multiple sources, such as census data, local media, published reports, etc.

As the content of this assessment may form the basis of assessment item 3 it is crucial that your research and description of the community is both thorough and accurate.

As part of the report you will need to acknowledge the strengths and limitations of the information you present, discuss how and from where further data may be obtained and in what ways this additional information may contribute to a comprehensive health assessment of the community you have described.

Further information about the assessment can be found on the Moodle site.

Assessment Due Date

Week 6 Tuesday (23 Apr 2019) 11:45 pm AEST

Return Date to Students

Week 8 Friday (10 May 2019)

Weighting

30%

Assessment Criteria

This report will be marked using criterion-referenced assessment. Criterion includes the following:

- Report writing skills.

- Demonstrated knowledge and considerable understanding of people, place,
- interaction and infrastructure within a community.
- Ability to locate and evaluate basic data.
- Ability to identify and discuss limitations of information presented within the community profile.
- Ability to reference using Harvard or APA.

Further information can be found on the Moodle site

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Argue the importance of community assets and needs assessment as the foundation of effective health promotion.
- Apply culturally appropriate methods and models to assess the assets and needs of a community and facilitate knowledge transfer and advocacy

Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence

2 Group Discussion

Assessment Type

Group Discussion

Task Description

During the term there are activities that apply the concepts covered each week in activities using the discussion forum. You will need to submit your 5 best discussion board posts from weeks 1 - 12. Each post must be from a different week and demonstrate how you have contributed to the learning of others regarding community assets and needs assessments.

Assessment Due Date

Review/Exam Week Tuesday (11 June 2019) 11:45 pm AEST

Return Date to Students

Exam Week Friday (21 June 2019)

Weighting

20%

Assessment Criteria

Discussion forum posts will be assessed on:

- relevance of content
- contribution to discussion in a way that promotes learning of self and others

Further information can be found on the Moodle site.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Argue the importance of community assets and needs assessment as the foundation of effective health promotion.
- Analyse how determinants of health are incorporated into community assets and needs assessments.
- Determine how various health promotion theories and frameworks influence different sources of information in community assets and needs assessments.
- Discuss facilitation and collaboration processes used to analyse and prioritise the information gathered from community assets and needs assessments.
- Explain how ethical considerations are applied in a community assets and needs assessment context

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Community Health assessment report

Assessment Type

Group Work

Task Description

In a group, you will need to produce a comprehensive community health assessment report, that could be used to plan an effective and culturally sensitive health promotion intervention to address a health need which you identify as a priority within the community. This report will include:

- a detailed outline of the health issue that could direct the development of a health promotion intervention
- the effective use of both primary and secondary data
- a critical discussion of the findings of the assets and needs assessment
- a description of the process of identifying a health priority and an outline of relevant recommendations

As such the report you submit must be comprehensive and constitute a significant body of work.

Students will work in small groups for this assessment and groups need to be formed in the tutorial in week 5. Each working group will consist of 4 or 5 members. The ability to work in project teams is an important attribute for any health professional particularly those involved in the development, implementation and evaluation of health promotion programs. Group work promotes the development of many of CQUniversity's Graduate Attributes including teamwork, critical evaluation, feedback and communication skills as well as academic honesty. A process of self and peer assessment will be used within this assessment and final marks will be calculated by appropriate adjustments to the group marks. *(Specific details of the peer assessment process will be discussed in a tutorial.)*

Assessment Due Date

Week 12 Monday (3 June 2019) 11:45 pm AEST

Return Date to Students

Exam Week Friday (21 June 2019)

Weighting

50%

Assessment Criteria

The group report will be marked using criterion-referenced assessment. Criterion used include:

- Report writing skills

- Knowledge and understanding of types of data that can be utilised for a
- community health assessment.
- Data analysis and presentation skills.
- Consideration of ethical and cultural requirements.
- Clear recommendations which are consistent with the health assessment.
- Referencing skills

Peer assessment is worth 15% and students will complete a peer assessment form which will be used to rank group member contributions based on:

- Responsibility
- Teamwork
- Contribution
- Attitude

Further information can be found on the Moodle site

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse how determinants of health are incorporated into community assets and needs assessments.
- Determine how various health promotion theories and frameworks influence different sources of information in community assets and needs assessments.
- Apply culturally appropriate methods and models to assess the assets and needs of a community and facilitate knowledge transfer and advocacy
- Discuss facilitation and collaboration processes used to analyse and prioritise the information gathered from community assets and needs assessments.
- Explain how ethical considerations are applied in a community assets and needs assessment context

Graduate Attributes

- Communication
- Problem Solving
- Team Work
- Information Technology Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem