



HLTH12032 Community Assets and Needs Assessment

Term 1 - 2022

Profile information current as at 14/12/2025 04:11 pm

All details in this unit profile for HLTH12032 have been officially approved by CQUniversity 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 - 2022

- 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 Work**

Weighting: 50%

3. **Group Discussion**

Weighting: 20%

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 'Have your say' Student experience Individual emails Verbal feedback Self-

reflection

Feedback

Some students liked assessment 2 group report, others strongly disliked this assessment.

Recommendation

Redesign Assessments 2 and 2a to ensure earlier group engagement and commitment by redistributing weightings and changing the individual component tasks (Assessment 2a). Increase individual component (Assessment 2a - Peer Review and Reflection) weighting from 15% to 20%. Decrease weighting of Group Report (Assessment 2) from 35% to 30%. Change individual component (Assessment 2a) to Belbin team roles and Group task break down/Group contract, focusing on individual plan of contribution (10% of the 20%), due in week 5; and Self and Peer Review (10% of 20%), due same date as report. Ensure that group members number 5, not 3, to account for any student attrition.

Feedback from 'Have your say' Student experience Self-reflection

Feedback

Zoom tutorial sessions were not well attended (despite polls and evening and day time options). However, students that did attend said these sessions to help clarify assessments and concepts.

Recommendation

In lieu of weekly tutorials, hold 3 zoom drop in tutorials for each assessment. Also offer up to 3 meetings with individual groups focusing on Assessment 2 (group assessment). Stress that the discussion board (linked with Assessment 3) is the asynchronous tutorial.

Feedback from Verbal feedback Self-reflection

Feedback

There is a lot of material in the unit and the Moodle site is not easy to navigate.

Recommendation

Redesign the unit into 'modules' rather than weekly topics to ensure better alignment of topics for the assessment and for students to self-pace their learning. Remove redundant materials.

Feedback from Verbal feedback Self-reflection 'Have your say'

Feedback

Detailed feedback on assessments 1 and 2 was appreciated.

Recommendation

Offer verbal feedback (zoom meetings) for all assessments and continue to give detailed feedback for assessment 1.

Feedback from Verbal feedback Self-reflection Student results

Feedback

Assessment 3 Group Discussion is appreciated by high achieving students. However some students did not engage in this task.

Recommendation

Continue this assessment; based on weekly posts. Remind students that the discussion board is also the asynchronous tutorial.

Feedback from Self-reflection

Feedback

Noted that in unit profile there is no minimal pass mark.

Recommendation

Ensure there is a 50% pass mark for all 3 assessments on the unit profile.

Feedback from Self-reflection Consultation with A/Prof Rob Stanton, Ethics Chair.

Feedback

Students wish to use survey and focus groups to collect data from the wider community.

Recommendation

Apply for unit wide ethics approval for 2022.

Feedback from Self-reflection 'Have your say' Verbal feedback

Feedback

Students found it challenging to remain within the word count for assessment 1 Community Profile Report (1500 words). They commented that this was due to the amount of information presented in the exemplar.

Recommendation

Increase the word count to 1750 words. Point out that in the exemplar that not all information is required and that reports should be tailored for communities.

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
1 - Communication	•		•	•		•
2 - Problem Solving		•	•			
3 - Critical Thinking	•	•			•	
4 - Information Literacy				•		
5 - Team Work			•	•	•	•
6 - Information Technology Competence			•			

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom capacity (web cam and microphone)

Referencing Style

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

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator
r.preston@cqu.edu.au

Schedule

Module 1 Defining and Understanding Community and Community Assets and Needs Assessments - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Defining and Understanding Community Community assets and needs assessments: what are they and why do we do them? Community Profiles: using secondary data	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board. Introductory Zoom Tutorial (week 1). Zoom Tutorial on assessment 1 (week 3).

Module 2 Engagement and Collaboration - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Identifying, characterising and defining the community's assets and needs (strengths based approaches) Engagement and collaboration in community assessments Teamwork and working in partnerships	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board Groups formed for Assessment 2: Community Health Assessment during this module Assessment 3: Module 1 and Module 2 Discussion Postings due: Friday 8 April 2022, 11.45pm.

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Module 4: Tools and Methods for Community Assets and Needs Assessments - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Tools and frameworks to guide data collection Quantitative data for community assessment Qualitative data for community assessment Analysing and Integrating Data Ethical considerations for data collection	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board. Assessment 1: Community Profile due: Tuesday 19 April 2022, 11.45pm Zoom Tutorial: Focus on Assessment 2 (week 6). Online collaborative group work for Assessment 2. Community Profile Due: Week 6 Tuesday (19 Apr 2022) 11:45 pm AEST

Module 5: Assessment to action: Designing programs from Community Needs and Assets Assessments - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Interpreting your data Prioritising needs Designing programs from Community Needs and Assets Assessments	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board. Online collaborative group work for Assessment 2.

Module 6: Communicating and Reporting your findings - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Communicating your findings
Report writing
Reporting to the community
Receiving and implementing
community feedback

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

Online asynchronous
tutorial/Discussion Board.
Online collaborative group work for
Assessment 2.
Assessment 3: Modules 3, 4, 5 and 6
discussion postings due: Friday 3 June
2022 11.45pm.

Group Discussion Due: Week 12
Friday (3 June 2022) 11:45 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 Part I: Community Health Assessment Individual Report. Due: Tuesday 7 June 2022, 11:45pm. Assessment 2 Part II: Self and peer review. Due: Friday 10 June 2022, 11:45pm.
		Community Health assessment data collection and individual report Due: Review/Exam Week Tuesday (7 June 2022) 11:45 pm AEST

Assessment Tasks

1 Community Profile

Assessment Type

Written Assessment

Task Description

You need to provide a detailed community profile in the form of a 1750 word report. There is a suggested report format on the Moodle site. This report will include:

- The definition and elements of community, as outlined by Issel & Wells (2018)
- 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/data presented
- Commentary related to what additional data could contribute to a comprehensive health assessment of your chosen community.

Assessment Due Date

Week 6 Tuesday (19 Apr 2022) 11:45 pm AEST

Please submit a word document only.

Return Date to Students

Week 8 Tuesday (3 May 2022)

Two weeks after student submission

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/data presented within the community profile

- Ability to reference using Harvard or APA

Further information including a marking rubric can be found on the Moodle site.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit a word document.

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 Community Health assessment data collection and individual report

Assessment Type

Group Work

Task Description

Assessment 2: Part I: Individual report

Weighting: 35%

Length: 3000 words

In a group of students, you will undertake data collection and analysis for a comprehensive community health assessment of a chosen community. This community can be the same community discussed in assessment one.

As an individual student, using this needs assessment data, you will prioritise a health issue and plan an effective and culturally sensitive health promotion intervention that addresses this health issue in the community.

As an individual student you will submit an individual community assets and needs assessment report. There is an example report on the Moodle site.

Each group will consist of 4 or 5 members. Groups will be assigned by week 5.

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. Furthermore, community needs assessments are usually conducted in multidisciplinary teams and in partnerships with communities.

Assessment 2 Part II: Self and peer review (SPA)

Due: Exam/Review week Friday 10 June 2022 11.45pm

Weighting: 15%

The self and peer assessment involves completing a questionnaire form, presented in set of questions on the Moodle site.

Assessment Due Date

Review/Exam Week Tuesday (7 June 2022) 11:45 pm AEST

For Assessment Part I all members must submit to the drop box on Moodle. For assessment 2 Part II complete the Self and Peer Review on the Moodle.

Return Date to Students

Two weeks after assessment submission.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Assessment 2 Part I individual 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
- Use of data to prioritise a health need and design an appropriate health promotion intervention
- Clear recommendations which are consistent with the health assessment
- Referencing skills

Further information including a marking rubric can be found on the Moodle site.

Assessment 2 Part II (15%) Self and Peer Review will be marked using criterion-referenced assessment. Criterion used include:

- Reliability
- Commitment
- Collaboration
- Communication

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please complete the SPA on Moodle.

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

3 Group Discussion

Assessment Type

Group Discussion

Task Description

Module 1 and Module 2 discussion postings due: Week 5: Friday 8 April 2022 11.45pm.

Modules 3, 4, 5 and 6 discussion postings due: Week 12: Friday 3 June 2022 11.45pm.

Weighting: 20%

Module 1 and Module 2 discussion posting: 5%.

Modules 3, 4, 5 and 6 discussion postings: 15%

Length: Discussion should be 100 to 300 words, depending on the topic/activity.

During the term there are activities that apply the concepts covered in activities using the discussion forum.

- You must contribute to at least ONE post per module and demonstrate how you have contributed to the learning of others regarding community assets and needs assessments.
- You should post these activities in a timely manner (e.g. by the end of the module).
- You should also interact with other students online through posting responses to their discussion board posts.

Each post must demonstrate your own learning and/or how you have contributed to the learning of others regarding community assets and needs assessments. These posts should include collegial and scholarly comments on exercises or reflection points, or on other students' posts.

Assessment Due Date

Week 12 Friday (3 June 2022) 11:45 pm AEST

Contribute to the discussion forum on the Moodle.

Return Date to Students

Exam Week Friday (17 June 2022)

Feedback on Discussion Forum posts will be given throughout the term. Grade assessment will be returned two week after submission.

Weighting

20%

Assessment Criteria

Discussion forum posts will be marked using criterion-referenced assessment. Criterion used include:

- Discussion posts are clear, coherent and timely and draw on relevant unit and external literature (40%)
- Discussion posts always respond to or contribute to discussion so learning of self and others is promoted (40%)
- Discussion posts are persuasive and compelling. The purpose of the text is clear and there is appropriate use of spelling, grammar, and syntax. (20%)

Further information including a marking rubric can be found on the Moodle site.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Submission Instructions

There is no need to submit a document.

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

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