



HLTH12032 *Community Assets and Needs* Assessment Term 1 - 2023

Profile information current as at 26/04/2024 08:17 pm

All details in this unit profile for HLTH12032 have been officially approved by CQUiversity 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 - 2023

- 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 Peer feedback Self reflection

Feedback

Students require more knowledge about ethics and the types of populations that they can include in Assessment 2.

Recommendation

Investigate the possibility of incorporating the CQUniversity ethics micro-credential into the unit, otherwise incorporate other suitable materials. On the Moodle page and in assessment tutorials clearly outline the types of populations and data that can be included in assessment 2.

Feedback from Student verbal feedback Self reflection Discussion with course coordinator

Feedback

Assessment 2 Group work requires planning and tasks that are part of the process of undertaking a community assets and needs assessment; but are not included in the report. There was some confusion on what tasks needed to be undertaken and some groups were not as well organised as others.

Recommendation

To decrease confusion and increase clarity have students submit a group work plan, which outlines a) the elements related to the process of the community assets and needs assessment b) those related to the final report and c) the roles and responsibilities in relation to these. This group workplan will form part of assessment 2, requiring a slight change in weightings. Change weightings for assessment 2: Assessment 2 Part 1 (Individual report) 30% (from 35%) Change Assessment 2 Part II 25% (from 20%) Group Project Plan/Group contract, (15% of the 25%), due in week 7; and Self and Peer Review (10% of 25%), due the same day as the Report.

Feedback from Student verbal feedback Self reflection Discussion with course coordinator

Feedback

Students do not have previous knowledge or skills of survey development or data analysis (from other units) and many struggle with data collection and analysis.

Recommendation

Incorporate more skills on survey design, data analysis and ethics. Change Module 1 to Defining and Understanding Communities and community engagement and collaboration (weeks 1 and 2). Module 2: Developing community profiles and using existing data (weeks 2 and 3), Module 3: Quantitative Data collection and analysis (focusing on ethics, survey design and analysis) (weeks 4 and 5). Module 4: Qualitative Data collection and analysis (weeks 6, 7 and 8) (including ethics).

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			•			
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 - 06 Mar 2023

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? Working Collaboratively with Communities and Teams	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board. Introductory Zoom Tutorial (week 1).

Module 2 Developing Community Profiles Using Existing Data - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Community Profiles Collecting, evaluating and using existing or secondary data Identifying, characterising and defining the community's assets and needs (strengths based approaches)	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Zoom Tutorial on assessment 1 (week 3). Online asynchronous tutorial/Discussion Board.

Module 3: Methods for Community Assets and Needs Assessments: Quantitative Data - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Ethical considerations for data collection
 CQU Micro-credential: PDC87074: Human Research Ethics Training
 Quantitative data for community assessment
 Developing Surveys and Questionnaires (including using Qualtrics)
 Analysing quantitative data
 Tools and frameworks to guide data collection (optional)

Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities
 CQU Micro-credential: PDC87074: Human Research Ethics Training

Online asynchronous tutorial/Discussion Board.
 Assessment 3: Module 1 and Module 2 Discussion Postings due: Thursday 8 April 2022, 11:45pm.
 Assessment 1: Community Profile due: Monday 17 April 2023, 11.45pm.
 Zoom Tutorial: Focus on Assessment 2 (week 6).
 Teams formed for Assessment 2: Community Health Assessment during this module.

Community Profile Due: Week 6
 Monday (17 Apr 2023) 11:45 pm AEST

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 4: Methods for Community Assets and Needs Assessments: Qualitative Data - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative data for community assessment PhotoVoice Observational Methods Qualitative Interviewing Skills Qualitative Data Analysis Working with prioritised groups	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board. Online collaborative team work for Assessment 2. Assessment 2 Part II A: Team Workplan/Team Charter, due Friday 5 May 2023, 11:45pm.

Module 5: Assessment to Action: Designing Programs from Community Needs and Assets Assessments - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Prioritising health and social issues SWOT analysis Assessment to Action: Designing programs from Community Needs and Assets Assessments Evaluation of Needs Assessments (Optional section)	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board. Online collaborative team work for Assessment 2.

Module 6: Communicating and Reporting your Findings - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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 team work for Assessment 2. Assessment 3: Modules 3, 4 and 5 discussion postings due: Friday 2 June 2023, 11.45pm.

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 Part I: Community Health Assessment Individual Report. Due: Tuesday 6 June 2023, 11:45pm. Assessment 2 Part II B: Self and peer review. Due: Friday 9 June 2023, 11:45pm.

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Community Profile

Assessment Type

Written Assessment

Task Description

Students will develop a detailed community profile in the form of a 1750 word report. There is a suggested report format and a marking criteria/rubric on the Moodle site.

This report will include:

- The definition and elements of community, as outlined by Isseel & Wells (2018)
- Information about people, place, and interaction relevant to the 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 the chosen community.

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

As part of the report, students will need to acknowledge the strengths and limitations of the information/data they 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 described.

Assessment Due Date

Week 6 Monday (17 Apr 2023) 11:45 pm AEST

Please submit a word document only.

Return Date to Students

Week 8 Tuesday (2 May 2023)

Two weeks after student submission

Weighting

30%

Assessment Criteria

This report will be marked using criterion-referenced assessment. See assessment rubric for more details. Criterion includes the following:

- Report writing skills (15%)
- Demonstrated knowledge and considerable understanding of people, place, interaction and infrastructure within a community (30%)
- Ability to locate, analyse and evaluate basic data (30%)
- Ability to identify and discuss limitations of information/data presented within the community profile (15%)
- Ability to reference using Harvard or APA (see referencing guides) (10%)

Further information including a marking criteria/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: Community Health Assessment Individual Report

Due: Exam/Review week: Tuesday 6 June 2023, 11:45pm

Weighting: 25%

Length: 3000 words

In a team, students will undertake data collection and analysis for a comprehensive community health assessment of a chosen community. This community should be the same community profiled by one of the team members in Assessment one.

As a team, students will use a prioritisation technique to identify a health issue from the needs assessment data.

As individual students, they will plan an effective and culturally sensitive health promotion intervention that addresses this health issue in the community.

As individual students, they will submit an individual community asset and needs assessment report.

Each team will consist of 4 or 5 members. Teams 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. Team 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 A: Team Workplan/Team Charter

Due: Week 8: Friday 5 May 2023, 11.45pm.

Weighting: 15%

As a team submit a team workplan, which outlines a) the tasks related to the process of the community assets and needs assessment b) the tasks related to the final report and c) the roles and responsibilities in relation to these. Include a team charter outlining team goals, strengths and challenges and ground rules.

A guide and a template are provided on the Moodle site. Students are encouraged to meet with the unit coordinator prior to finalising the team workplan and team charter.

Assessment 2 Part II B: Self and Peer Review (SPAR)

Due: Exam/Review week Friday 9 June 2023, 11.45pm

Weighting: **10%**

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

Assessment Due Date

For Assessment Part I all team members must submit an individual report to the drop box on Moodle. For assessment 2 Part II A, submit a group assessment. For Assessment 2 Part II B, 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 (15%)

Knowledge and understanding of strengths-based approach and ethical and community engagement requirements for a community needs assessment (15%)

Knowledge and understanding of types of data that can be utilised for a community needs assessment (15%)

Data analysis and presentation skills (15%)

Understandings of strengths and limitations of the process (10%)

Use of data to prioritise a health need and design an appropriate health promotion intervention using an appropriate prioritisation tool/technique (15%)

Clear recommendations which are consistent with the health assessment (10%)

Referencing skills (5%)

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

Assessment 2 Part II A (15%) Group workplan and charter.

Criterion used include:

Relevance (40%)

Validity (40%)

Organisation (10%)

Presentation (10%)

Assessment 2 Part II B (10%) 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 Group

Submission Instructions

Please complete the Self and Peer Review 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: Thursday 8 April 2023 11.45pm.

Modules 3, 4, and 5 discussion postings due: Week 12: Friday 2 June 2023 11.45pm.

Weighting: 20%

Module 1 and Module 2 discussion posting: 5%.

Modules 3, 4, and 5 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

Contribute to the discussion forum on the Moodle. Module 1 and Module 2 discussion postings due: Week 5: Thursday 6 April 2023 11.45pm. Modules 3, 4, and 5 discussion postings due: Week 12: Friday 2 June 2023 11.45pm.

Return Date to Students

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