



HLTH13035 *Health in all Policies*

Term 2 - 2017

Profile information current as at 14/05/2024 06:03 am

All details in this unit profile for HLTH13035 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

Health in All Policies (HiAP) is a public health movement and policy approach that contributes to the improvement of population health, equity, wellness and improved policy outcomes across participating sectors. This unit outlines how and why HiAP was established and what benefits it has had on promoting health across populations. Factors that influence the implementation of HiAP are examined, including Health Impact Assessment (HIA). This unit allows students to bring together their assessment, research and evaluation skills learned throughout their course in order to consider where and how health fits in the policy cycle.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

96 credit points

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 2 - 2017

- Distance

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. **Online Quiz(zes)**

Weighting: 25%

2. **Presentation and Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 45%

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 Reflection of Head of Course

Feedback

The unit is quite content heavy and may be over-assessed.

Recommendation

This unit is core for Health Promotion students and is the capstone unit for this minor. The material is quite advanced and students will need significant support through this important unit. Teaching staff will monitor student performance to determine if changes are required to content and assessment.

Unit Learning Outcomes

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

1. Compare and contrast 'Health in all policies' with health policy.
2. Explain the 'health in all policy' process and how this relates to the development of health policy.
3. Articulate the major components of the Australian health system, how it differs from health systems of other nations and how this relates to health in all policy.
4. Evaluate the economic influences and barriers to adopting health in all policy at both national and international levels.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Online Quiz(zes) - 25% | • | | | |
| 2 - Project (research) - 30% | | • | • | |
| 3 - Written Assessment - 45% | • | | | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | | • | • | • |
| 2 - Problem Solving | | | | • |

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 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 - Online Quiz(zes) - 25% | • | • | • | • | • | | • | • | | |
| 2 - Project (research) - 30% | | • | • | • | | • | | • | | |
| 3 - Written Assessment - 45% | • | • | • | • | | | • | • | | |

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)

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

Erika Langham Unit Coordinator
e.langham@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Module 1 An Introduction to Health in All Policies | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | |

Week 2 - 17 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Module 1 An Introduction to Health in All Policies | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | |

Week 3 - 24 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|--|
| Module 2 Health Impact Assessments and Planning in HiAP | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | Activity and quiz from module 1 due by Friday 5pm. |

Week 4 - 31 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Module 2 Health Impact Assessments and Planning in HiAP | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | |

Week 5 - 07 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------|---|--|
| Module 3: Implementing HiAP | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | Activity and quiz from module 2 due by Friday 5pm. |

Vacation Week - 14 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 21 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------|---|------------------------------|
| Module 3: Implementing HiAP | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | |

Week 7 - 28 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---|--|
| Module 4: Evaluating HiAP | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | Activity and quiz from module 3 due by Friday 5pm. |

Week 8 - 04 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---|------------------------------|
| Module 4: Evaluating HiAP | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | |

Week 9 - 11 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Module 5: Comparative Analysis of HiAP initiatives | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | Activity and quiz from module 4 due by Friday 5pm. |

Week 10 - 18 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Module 5: Comparative Analysis of HiAP initiatives | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | |

Week 11 - 25 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---|------------------------------|
| Module 6: Systemic Map of HiAP | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | |

Week 12 - 02 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---|------------------------------|
| Module 6: Systemic Map of HiAP | Prescribed learning activities - combination of journal articles, chapter readings and online activities. | Mindmap due Friday 5pm |

Review/Exam Week - 09 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | Essay due Friday 5pm |

Exam Week - 16 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment Tasks

1 Group Discussion

Assessment Type

Online Quiz(zes)

Task Description

There are 4 short quizzes at the end of modules 1, 2, 3 and 4. Each quiz has 5 questions (MCQ and True/False). They are designed to be taken once you have completed the learning materials. They can only be opened once. They must be completed within one week of the module's scheduled time.

Number of Quizzes

1

Frequency of Quizzes**Assessment Due Date**

Each quiz will be available until 1 week after the end of the module.

Return Date to Students

Quiz results will be made available once all students have completed the quiz.

Weighting

25%

Assessment Criteria

The MCQ and true false questions will be marked as correct or not correct.

Referencing Style

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

Submission

Online

Submission Instructions

Submissions are to be made in the relevant forum for that activity

Learning Outcomes Assessed

- Compare and contrast 'Health in all policies' with health policy.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

2 Module Activities

Assessment Type

Presentation and Written Assessment

Task Description

At the end of three modules there will be an activity to apply and consolidate your learning. Each of these activities is marked and contributes to your overall grade.

For module 2, the activity requires you to find a relevant image to illustrate a determinant of health that could be influenced through a HiAP approach.

For module 3, the activity requires you to identify and critically discuss factors involved in the implementation of HiAP.

For module 4, the activity requires you to compare two evaluation approaches.

Each activity will be worth 10% of your overall mark.

Assessment Due Date

Each quiz activity is due to be completed by one week after the end of the module. These are shown on the unit schedule.

Return Date to Students

Quiz results and feedback will be returned to students two weeks after the due date.

Weighting

30%

Assessment Criteria

Each activity will be assessed based on demonstration of:

- comprehension and understanding
- critical thinking
- relevance
- quality of expression

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the 'health in all policy' process and how this relates to the development of health policy.

- Articulate the major components of the Australian health system, how it differs from health systems of other nations and how this relates to health in all policy.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

3 Written Assessment

Assessment Type

Written Assessment

Task Description

Two items of written assessment are to be completed.

Item 1:

Report: Using evidence from academic literature and published case studies by public health organisations, you are to write a report that outlines the application of a HiAP approach to address ONE of the following wicked problems of health:

1. Social inclusion
2. Food security
3. Community resilience

Your report will need to be 3500 words long. It is expected that it would continue forms of data visualisation, and may utilise headings and subheadings to guide the reader. The report topic and approach should be discussed with the unit coordinator during the tutorials. Module 5 will be dedicated to resources to assist in compiling your report.

This item is worth 35% of your overall grade.

Item 2: Mindmap

For this assessment item you will draw a systemic mindmap that represents your understanding of HiAP. This assessment item will be undertaken as module six. Your approach should be discussed with the unit coordinator during the module 6 tutorial.

This item is worth 10% of your overall grade.

Assessment Due Date

The report is due on the Friday, 13th October at 5pm. The mindmap is due on Friday 6 November at 5pm.

Return Date to Students

Assessment items will be returned two weeks after submission.

Weighting

45%

Assessment Criteria

A full assessment criteria rubric for each activity is available on the moodle site.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Compare and contrast 'Health in all policies' with health policy.
- Evaluate the economic influences and barriers to adopting health in all policy at both national and international levels.

Graduate Attributes

- Communication
- Problem Solving
- 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