



# HLTH13035 *Health in all Policies*

## Term 2 - 2018

Profile information current as at 30/04/2024 10:42 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) and Health Lens Assessment (HLA). This unit will allow you to bring together assessment, research and evaluation skills learned throughout your 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 - 2018

- 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. **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 Student feedback

##### Feedback

Students enjoyed the small group discussions in tutorials and the chance to examine the emerging literature on this topic.

##### Recommendation

Small group discussion on assigned readings will be expanded through both synchronous (online tutorial) and asynchronous (discussion forum) tutorials to support learning.

#### Feedback from Student feedback

##### Feedback

Students lack confidence in use of frameworks to draw together evidence (ie. logic models) due to different levels of exposure within their prior coursework.

##### Recommendation

A module about evaluation frameworks will be added to the learning materials early in the term.

## 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, Health Impact Assessment process, and the Health Lens Assessment process, and how these relate to the development of 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
5. Explore Health in All Policy as a form of social innovation.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 25%	•		•		
2 - Written Assessment - 30%		•			•
3 - Written Assessment - 45%	•			•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Online Quiz(zes) - 25%	•	•	•	•	•		•	•		
2 - Written Assessment - 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  
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**Robyn Preston** Unit Coordinator  
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## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Health Policy and the Health System: moving from response to prevention and promotion	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Health in All Policy: what it is and the history of the movement	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reconsidering the policy process with a HiAP lens and moving to policy outside of health & The role of government in HiAP and whole of government approaches	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Health Impact Assessment	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Health Lens Approach	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Preparing and appraising policy briefs	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

<b>Week 7 - 27 Aug 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The role of non-government stakeholders in HiAP and whole of society approaches	Prescribed learning activities - combination of journal articles, chapter readings and online activities	
<b>Week 8 - 03 Sep 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Negotiating for health and intersectoral collaboration	Prescribed learning activities - combination of journal articles, chapter readings and online activities	
<b>Week 9 - 10 Sep 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
HiAP implementation at local, regional, and global levels	Prescribed learning activities - combination of journal articles, chapter readings and online activities	
<b>Week 10 - 17 Sep 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Frameworks and approaches to measuring progress and evaluating HiAP initiatives	Prescribed learning activities - combination of journal articles, chapter readings and online activities	
<b>Week 11 - 24 Sep 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Implementation of measuring progress and evaluating HiAP initiatives	Prescribed learning activities - combination of journal articles, chapter readings and online activities	
<b>Week 12 - 01 Oct 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The role of the health sector and future directions in HiAP	Prescribed learning activities - combination of journal articles, chapter readings and online activities	<b>Online quizzes</b> Due: Week 12 Friday (5 Oct 2018) 5:00 pm AEST <b>Workbook</b> Due: Week 12 Friday (5 Oct 2018) 5:00 pm AEST
<b>Review/Exam Week - 08 Oct 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		<b>Essay</b> Due: Review/Exam Week Monday (8 Oct 2018) 5:00 pm AEST
<b>Exam Week - 15 Oct 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Online quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

The online quizzes have been scaffolded through the term to allow you to check your understanding of course content and your progression in the unit.

#### Number of Quizzes

3

#### Frequency of Quizzes

Other

**Assessment Due Date**

Week 12 Friday (5 Oct 2018) 5:00 pm AEST

All quizzes must be completed and submitted on moodle.

**Return Date to Students**

Week 12 Monday (1 Oct 2018)

The grade and feedback for each quiz will be available on submission.

**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**

No submission method provided.

**Learning Outcomes Assessed**

- Compare and contrast 'Health in all policies' with 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**

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

## 2 Workbook

**Assessment Type**

Written Assessment

**Task Description**

A workbook has been prepared for weeks 3 to 11 (inclusive) that contains learning activities to support application of the learning materials and to develop critical thinking. Students are required to contribute to critical discussions around relevant readings or case studies in the online forum. Students' contributions and online interactions with their colleagues will be assessed.

**Assessment Due Date**

Week 12 Friday (5 Oct 2018) 5:00 pm AEST

**Return Date to Students**

Exam Week Friday (19 Oct 2018)

**Weighting**

30%

**Assessment Criteria**

Students will be assessed on the quality of their contribution and participation. They will be assessed on the following criteria:

1. Comprehension and understanding of the topic
2. Relevance
3. Critical thinking and depth
4. Quality of expression
5. Contribution and participation

**Referencing Style**

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

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Explain the 'health in all policy' process, Health Impact Assessment process, and the Health Lens Assessment process, and how these relate to the development of policy
- Explore Health in All Policy as a form of social innovation.

**Graduate Attributes**

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

## 3 Essay

**Assessment Type**

Written Assessment

**Task Description**

For this assessment you will research and complete a report examining the potential for local governments in Australia to influence chronic disease impacts in the population through the adoption of HiAP approaches. You will draw on Australian and international case studies and evidence. The report will be 2500 words. Further details will be available on the unit Moodle site.

**Assessment Due Date**

Review/Exam Week Monday (8 Oct 2018) 5:00 pm AEST

**Return Date to Students**

Exam Week Friday (19 Oct 2018)

**Weighting**

45%

**Assessment Criteria**

Students will be assessed on:

- the communication of ideas
- the breadth of reading and knowledge of the topic
- the quality of their analysis
- the appropriate and effective use of referencing

A full marking rubric is available on the unit 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
- Explore Health in All Policy as a form of social innovation.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice
- Social Innovation



## 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