



HLTH13035 *Health in all Policies*

Term 2 - 2019

Profile information current as at 11/05/2024 04:11 pm

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 - 2019

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 Unit evaluation

Feedback

The work book which provides a practical application relevant to graduate employment of each week's content was well received by students (4.8).

Recommendation

Retain the workbook as the major assessment item. However, have it submitted in two parts (mid term and end of term) to allow students to benefit from earlier feedback, and encourage them to complete the work throughout the term.

Feedback from Unit evaluation

Feedback

Revised unit structure and content to be consistent with World Health Organisation training on Health in All Policies

Recommendation

The revised course structure and content has been well received by students. Recommend ongoing monitoring of the literature (journal and grey literature) for evolving issues and new case studies, particularly in Australia, to maintain relevance and currency. Where resources allow consider guest lecture from member of South Australian government's Health in All Policy team.

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.

Additional Textbook Information

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

Catherine O'Mullan Unit Coordinator
c.omullan@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

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 - 22 Jul 2019

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 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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 - 05 Aug 2019

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

Week 5 - 12 Aug 2019

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

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

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

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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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

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Negotiating for health and intersectoral collaboration	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
HiAP implementation at local, regional, and global levels	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Frameworks and approaches to measuring progress and evaluating HiAP initiatives	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Implementation of measuring progress and evaluating HiAP initiatives	Prescribed learning activities - combination of journal articles, chapter readings and online activities	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
The role of the health sector and future directions in HiAP	Prescribed learning activities - combination of journal articles, chapter readings and online activities	Workbook Due: Week 12 Friday (11 Oct 2019) 5:00 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Essay Due: Review/Exam Week Monday (14 Oct 2019) 5:00 pm AEST

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Assessment Tasks

1 Online quizzes

Assessment Type

Online Quiz(zes)

Task Description

The 3 online quizzes have been scaffolded through the term to allow you to check your understanding of course content and your progression in the unit. Quizzes will be undertaken in Week 2, Week 3 and Week 12.

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

All quizzes must be completed and submitted on moodle.

Return Date to Students

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

Online

Submission Instructions

Online quiz

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 on the forum will be assessed.

Assessment Due Date

Week 12 Friday (11 Oct 2019) 5:00 pm AEST

Return Date to Students

Two weeks after submission

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

Online

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 (14 Oct 2019) 5:00 pm AEST

Return Date to Students

Two weeks after submission

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