



HLTH13035 Health in all Policies

Term 2 - 2022

Profile information current as at 02/05/2024 06:58 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.

Corrections

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 - 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. Online Quiz(zes)

Weighting: 25%

2. Written Assessment

Weighting: 30%

3. Presentation

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 SUTE, Student Feedback

Feedback

Students appreciated the time and effort the Unit Coordinator put in to the responses on the Discussion Board. They noted that insight from real work experience was always valuable for their learning.

Recommendation

Continue to be responsive on Moodle site discussion board drawing on industry examples.

Feedback from SUTE, Student Feedback

Feedback

The workbook (assessment 2) and the report (assessment 3) are due at close times. The workbook is aligned with each week's discussion board topics, however students would appreciate spreading out due dates.

Recommendation

Change an earlier quiz to be like a workbook assessment so that students get feedback on the standard expected in the final workbook before census date. Reiterate to students that they will need to work on their workbooks each week. Redesign the workbook assessment so that it can be submitted in two parts (mid-term and end of term). Consider using a Moodle Book or on-line workbook.

Feedback from Reflection

Feedback

The quiz questions are superficial and ask questions about particular readings.

Recommendation

Change the first quiz questions to be the submission of a workbook-style activity.

Feedback from Student attendance Reflection

Feedback

Tutorials (on assessments) are poorly attended despite offering a poll on times

Recommendation

Survey students at the start of term to gauge appropriate times for online tutorials. Schedule after hours 'drop-in' tutorials for students if appropriate.

Feedback from Reflection Student assessments

Feedback

The report topic (assessment 3) is focused on communicable diseases. Many students chose STIs or HIV/AIDS as their topic, similar to a report required for PBHL12001. While no students self-plagiarised, there is potential that some students may reuse their work from that assessment.

Recommendation

Change requirements for Assessment 3, still be focused on communicable diseases but not STIs or HIV/AIDS. Change the report to an oral presentation to differentiate from other Public Health units.

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 - Presentation - 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					

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)
- Access to PowerPoint or similar
- Zoom (both microphone and webcam capability)

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

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Schedule

Week 1 - 11 Jul 2022

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 - 18 Jul 2022

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 - 25 Jul 2022

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	Assessment 1 Quiz 1 Short answer quiz Due: Monday 25 July 2022, 11.45pm AEST (5% of 25%)

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Health Impact Assessment	Prescribed learning activities - combination of journal articles, chapter readings and online activities	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 1 August 2022, 11.45pm AEST (week 3 content)

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Health Lens Approach	Prescribed learning activities - combination of journal articles, chapter readings and online activities	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 8 August 2022, 11.45pm AEST (week 4 content)

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparing and appraising policy briefs	Prescribed learning activities - combination of journal articles, chapter readings and online activities	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 22 August 2022, 11.45pm AEST (week 5 content) Assessment 2 Part A (workbook activities for weeks 3 to 5) Due: Monday 22 August 2022 11.45pm, AEST. (10% of 30%).

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 29 August 2022, 11.45pm AEST (week 6 content)

Week 8 - 05 Sep 2022

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	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 5 September 2022, 11.45pm AEST (week 7 content)

Week 9 - 12 Sep 2022

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	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 12 September 2022, 11.45pm AEST (week 8 content)

Week 10 - 19 Sep 2022

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	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 19 September 2022, 11.45pm AEST (week 9 content)

Week 11 - 26 Sep 2022

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	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 26 September 2022, 11.45pm AEST (week 10 content)

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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The role of the health sector and future directions in HiAP	Prescribed learning activities - combination of journal articles, chapter readings and online activities	Assessment 1 Quiz 2 Weekly Quiz Due: Tuesday 4 October 2022, 11.45pm AEST (week 11 content) Assessment 2 Part B (workbook activities for weeks 6 to 11) Due: Tuesday 4 October 2022, 11.45pm AEST. (20% of 30%) Schedule for presentations to be organised (for Assessment 3 presentation in Exam Week) by Friday 7 October, 5.00pm AEST.
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Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 Quiz 2 Weekly Quiz Due: Monday 10 October 2022, 11.45pm AEST (week 12 content) Assessment 3 Presentations due by: Friday 14 October, 5.00pm AEST. (45%) PDF of PowerPoint slides or equivalent due 1 hour prior to presentation (on the Moodle site). Presentation Due: Review/Exam Week Friday (14 Oct 2022) 5:00 pm AEST

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

The 2 online quizzes have been scaffolded through the term to allow students to check their understanding of course content and their progression in the unit.

Quiz 1: Short Answer Quiz

Due Week 3 Monday 25 July 2022, 11.45pm AEST (5%)

This short answer quiz will give students feedback on the expectations for the workbook activities (assessment 2).

The quiz will be short-answer style question. The quiz will be open from Monday 11 July 2022, 9.00am AEST. Students can save their work and return to it - the quiz does not have to be completed in one sitting.

Quiz 2: Weekly Quiz

(weeks 3 to 12) Due weekly: Mondays 11.45pm AEST (20%)

The MCQ and true/false quiz in weeks 3 to 12 will review content from each week.

Quiz 2 will be open for the relevant week from 9.00am Monday to 11.45pm Monday the following week (AEST). Students can save their work and return to it - the quizzes do not have to be completed in one sitting. (The week 11 quiz is due on Tuesday 4 October, 11.45pm due to a public holiday on Monday 3 October).

Number of Quizzes

11

Frequency of Quizzes

Other

Assessment Due Date

Quiz 1: Due Week 3 Monday 25 July 2022, 11.45pm AEST Quiz 2: Due Mondays from Monday 1 August to Monday 10 October 2022, 11.45pm AEST (20%). All quizzes must be completed and submitted on Moodle.

Return Date to Students

Quiz 1: The grade and feedback will be available one week after submission. Quiz 2: The grade and feedback will be available on submission.

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

Quiz 1 (5% of 25%) will be marked using criterion-referenced assessment. This Criterion is similar as the one for assessment 2. Criterion includes the following:

- Comprehension and understanding of the topic (25%)
- Relevance of your response to the question (25%)
- Critical thinking and depth (40%)
- Quality of expression (10%)

Quiz 2 (20% of 25%) will be a weekly quiz, with MCQs or true/false questions based on content from the relevant week. There will be 2 to 5 questions each week. Each question will have a mark of 0.25 to 1.

Referencing Style

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

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

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 will be applying and critiquing the concepts they have learned in those weeks. As part of that process students will need to discuss the ideas and answers with their fellow students, before drafting and submitting a written response in the workbook. Students' contributions and online interactions with their colleagues will be assessed as well as the submitted workbook. Students will need to provide their input in a timely manner for it to be of value to your colleagues and constitute appropriate participation and contribution. Workbooks must be written in students own words and use appropriate referencing.

Assessment 2 Part A (workbook activities for weeks 3 to 5) is due in Week 6 Monday 22 August 2022 11.45pm (10% of 30%)

Assessment 2 Part B (workbook activities for weeks 6 to 11) is due in Week 12 Tuesday 4 October 2022 11.45pm (20% of 30%)

Assessment Due Date

Assessment 2 Part A (workbook activities for weeks 3 to 5) is due in Week 6 Monday 22 August 2022 11.45pm.

Assessment 2 Part B (workbook activities for weeks 6 to 11) is due in Week 12 Tuesday 4 October 2022 11.45pm.

Return Date to Students

Two weeks after submission

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The workbook will be marked using criterion-referenced assessment. Criterion includes the following:

1. Comprehension and understanding of the topic (25%)
2. Relevance of response (25%)

3. Critical thinking and depth (30%)
 4. Quality of expression (10%)
 5. Contribution and participation on the discussion forum (10%)
- A marking criteria/rubric is available on the Moodle site.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Submit the relevant workbook parts as a word document on the Moodle site.

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.

3 Presentation

Assessment Type

Presentation

Task Description

For assessment 3 students will research and deliver a presentation examining the potential for local governments in Australia to influence communicable disease impacts in the population through the adoption of Health in All Policies approaches. Students will draw on Australian and international case studies and evidence. Any communicable disease can be chosen as an area of focus except for Sexually Transmitted Infections (STIs) or HIV/AIDS.

Students are to arrange a scheduled time for their presentation with the unit coordinator by Friday 7 October 2022, 5.00pm AEST. The presentation will be 10 to 15 minutes. Students are to submit a pdf copy of their PowerPoint slides (or other presentation format) on the Moodle site one hour prior to their presentation. Students will present live to the unit coordinator and fellow students (if available) via Zoom on or before the due date of Friday 14 October 2022, 5.00pm AEST. There will be options to present during and after AEST working hours.

Assessment Due Date

Review/Exam Week Friday (14 Oct 2022) 5:00 pm AEST

Presentations will presented live to the unit coordinator and fellow students.

Return Date to Students

Exam Week Monday (17 Oct 2022)

Verbal feedback will be given straight after presentations. The marking criteria feedback will submitted on the Moodle site after presentations by Monday 17 October 2022, 5.00pm AEST.

Weighting

45%

Minimum mark or grade

50%

Assessment Criteria

The presentation will be marked using criterion-referenced assessment. Criterion includes the following:

- Critical analysis of key the concepts of Health in All Policies (30%)
- Critical examination of the background to the issue (10%)
- Breadth of Reading and Knowledge of Topic (10%)
- Integration of barriers and challenges to the implementation of Health in All Policies (15%)
- Recommendations are succinct and clearly consistent with findings from the critique (10%)
- Logical and well organised presentation (15%)
- Well designed Visual Aids (10%)

A marking criteria/rubric is available on the Moodle site.

Referencing Style

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

Submission

No submission method provided.

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.

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