



# HLTH13035 *Health in all Policies*

## Term 2 - 2023

Profile information current as at 03/05/2024 10:24 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 - 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. **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 Student feedback (in class); Unit Coordinator's Reflection

##### **Feedback**

The discussion board forms part of assessment 2 (workbook). Students are meant to share their ideas on the weekly workbook activities and discuss and debate the topic, before individually finalising their workbooks. The idea is for students to discuss the concepts and questions with each other, not to just post their answers. Some students did not share on the discussion board but benefitted from other students input. This was frustrating and unfair for the students who contributed a lot of ideas and references. Some students did not complete all activities in the workbook (assessment 2).

##### **Recommendation**

For workbook (Assessment 2), increase the component for Criteria 5: Contribution and participation on the discussion forum' on the marking criteria from 10% to 15%. Emphasise that students should not share all their answers and references in their discussion posts, but that the forum is an asynchronous tutorial space through which students can develop and refine their thoughts and responses. Add to Criteria 2: Relevance of response in the Fail column: 'Does not provide original contributions'. Add to Criteria 3 Critical thinking and depth of response: 'All workbook activities completed' for Pass to HD marks. Add 'Activities incomplete' in the Fail column.

#### Feedback from SUTE

##### **Feedback**

Qualitative feedback from one student requested additional information in the weekly lectures as not all that the lecturer discussed was on the slides. One student advised through teaching feedback to 'use more examples or elaboration'.

##### **Recommendation**

Add additional materials to support lectures, for example give more examples in Moodle materials and/or clarify concepts on the discussion board. Investigate the option of providing a transcript of lecture materials.

#### Feedback from SUTE

##### **Feedback**

While qualitative feedback from one student highlighted that subject matter was clear and easy to follow, one student noted that room for improvement was 'Improve organisation of learning material'.

##### **Recommendation**

Peer review of Moodle site to ensure clear outline for students.

#### Feedback from Reflection Student assessments

##### **Feedback**

Some students do not demonstrate a clear understanding of the different levels, responsibilities and functions of the Australian Health Systems in Assessments 2 and 3.

##### **Recommendation**

Focus assessment 1 (Quiz: Short answer quiz) on the different levels, responsibilities and functions of the Australian Health Systems (LO 3).

#### Feedback from Reflection

##### **Feedback**

Some students did not understand what was expected for some workbook activities (Assessment 2) and online activities.

##### **Recommendation**

Add additional instructions on workbook activities for each task. Reiterate these instructions in the weekly student email and on the discussion board.

## 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 - 10 Jul 2023

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	Assessment 1 Quiz 1 Short answer quiz opens: Monday 10 July 2023 9.00am Zoom tutorial on assessments 1 and 3 this week.

### Week 2 - 17 Jul 2023

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 - 24 Jul 2023

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 24 July 2023, 11.45pm AEST (5% of 25%)

### Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Health Impact Assessment	Prescribed learning activities - combination of journal articles, chapter readings and online activities	Assessment 1 Quiz 2 Weekly Quiz Due: Monday 31 July 2023, 11.45pm AEST (week 3 content)
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#### Week 5 - 07 Aug 2023

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 7 August 2023, 11.45pm AEST (week 4 content)

#### Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 21 Aug 2023

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 21 August 2023, 11.45pm AEST (week 5 content) Assessment 2 Part A (workbook activities for weeks 3 to 5) Due: Monday 21 August 2023 11.45pm, AEST. (10% of 30%).

#### Week 7 - 28 Aug 2023

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 28 August 2023 11.45pm AEST (week 6 content) Zoom tutorial on assessment 3 this week.

#### Week 8 - 04 Sep 2023

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 4 September 2023 11.45pm AEST (week 7 content)

#### Week 9 - 11 Sep 2023

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 11 September 2023, 11.45pm AEST (week 8 content)

#### Week 10 - 18 Sep 2023

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 18 September 2023, 11.45pm AEST (week 9 content)

#### Week 11 - 25 Sep 2023

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 25 September 2023, 11.45pm AEST (week 10 content)

#### Week 12 - 02 Oct 2023

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 3 October 2022, 11.45pm AEST (week 11 content)  
Assessment 2 Part B (workbook activities for weeks 6 to 11) Due: Tuesday 3 October 2023, 11.45pm AEST. (20% of 30%)  
Schedule for presentations to be organised (for Assessment 3 presentation in Exam Week) by Friday 6 October, 5.00pm AEST.

#### Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 Quiz 2 Weekly Quiz Due: Monday 9 October 2023, 11.45pm AEST (week 12 content) Assessment 3 Presentations due by: Friday 13 October 2023, 5.00pm AEST. (45%) PDF of PowerPoint slides or equivalent due 1 hour prior to presentation (on the Moodle site).  <b>Presentation</b> Due: Review/Exam Week Friday (13 Oct 2023) 5:00 pm AEST

#### Exam Week - 16 Oct 2023

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 24 July 2023, 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 10 July 2023, 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 3 October, 11.45pm due to a public holiday on Monday 2 October).

#### Number of Quizzes

11

#### Frequency of Quizzes

Other

#### Assessment Due Date

Quiz 1: Due Week 3 Monday 24 July 2023, 11.45pm AEST Quiz 2: Due Mondays from Monday 31 July to Monday 9 October 2023, 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 21 August 2023 11.45pm (10% of 30%)

Assessment 2 Part B (workbook activities for weeks 6 to 11) is due in Week 12 Tuesday 3 October 2023 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 21 August 2023 11.45pm.

Assessment 2 Part B (workbook activities for weeks 6 to 11) is due in Week 12 Tuesday 3 October 2023 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 6 October 2023, 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 13 October 2023, 5.00pm AEST. There will be options to present during and after AEST working hours.

#### Assessment Due Date

Review/Exam Week Friday (13 Oct 2023) 5:00 pm AEST

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

#### Return Date to Students

Verbal feedback will be given straight after presentations. The marking criteria feedback will be submitted on the Moodle site after presentations by Monday 16 October 2023, 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 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