



# PBHL12002 *Public Health Interventions*

## Term 2 - 2019

Profile information current as at 16/05/2024 04:58 pm

All details in this unit profile for PBHL12002 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

Public health programs require a coordinated effort and are typically based on a systematic planning model. This unit builds on your understanding of public health by providing a planning framework and the necessary tools to tackle complex public health issues at population, community and individual levels. Effective public health programs incorporate a combination of interventions to promote and protect health, hence you will explore and critique a range of individually focused interventions (aimed at changing individual behaviour) and structural interventions (aimed at changing social, economic, political, and environmental factors). Public health advocacy will be explored as a key strategy for facilitating 'upstream' changes such as regulation, policy or procedural changes. You will have the opportunity to develop a planning model to address a specific public health issue; this model can be used to prioritise health issues, select appropriate public health interventions and develop indicators to assess health impacts and outcomes over time.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

48 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. **Written Assessment**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 40%

### 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 Students

##### Feedback

I felt the last assessment task was quite difficult (mainly the Logic Model). While guidance is given and examples are supplied, every program is different - a wider range of program planning models could be offered.

##### Recommendation

Include a number of different program planning models in the unit, including a generalised program planning model that can be adapted for a range of projects. Students will be able to use the most suitable model for their assessment.

## Unit Learning Outcomes

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

1. Articulate the importance of a planning model to guide program planning within public health
2. Distinguish between 'individually focused' and 'structural' public health interventions
3. Determine the most appropriate combination of interventions for addressing a key public health issue
4. Articulate the importance of public health advocacy as a key strategy for improving the health of the community
5. Develop a planning model to address a specific public health issue
6. Solve ethical concerns relating to intervention development.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



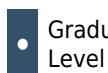
N/A  
Level



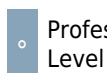
Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks             | Learning Outcomes |   |   |   |   |   |
|------------------------------|-------------------|---|---|---|---|---|
|                              | 1                 | 2 | 3 | 4 | 5 | 6 |
| 1 - Written Assessment - 20% |                   | • |   | • |   |   |
| 2 - Written Assessment - 40% | •                 | • | • | • |   |   |
| 3 - Written Assessment - 40% | •                 |   | • |   | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes |   |   |   |   |   |
|---------------------|-------------------|---|---|---|---|---|
|                     | 1                 | 2 | 3 | 4 | 5 | 6 |
| 1 - Communication   | •                 | • | • | • | • | • |
| 2 - Problem Solving | •                 | • | • | • | • | • |

| Graduate Attributes                                 | Learning Outcomes |   |   |   |   |   |
|---|-------------------|---|---|---|---|---|
|   | 1                 | 2 | 3 | 4 | 5 | 6 |
| 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 - Written Assessment - 20% | •                   | • | • | • |   |   | • | • |   |    |
| 2 - Written Assessment - 40% | •                   |   | • | • |   |   | • | • |   |    |
| 3 - Written Assessment - 40% | •                   | • | • | • |   |   | • | • |   |    |

## 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 style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Catherine O'Mullan** Unit Coordinator  
[c.omullan@cqu.edu.au](mailto:c.omullan@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

| Module/Topic          | Chapter                               | Events and Submissions/Topic |
|-----------------------|---------------------------------------|------------------------------|
| Towards Better Health | Various online readings and resources |                              |

### Week 2 - 22 Jul 2019

| Module/Topic   | Chapter                               | Events and Submissions/Topic |
|--|---------------------------------------|------------------------------|
| Public Health Interventions: An Introduction to Program Planning | Various online readings and resources |                              |

### Week 3 - 29 Jul 2019

| Module/Topic                                       | Chapter                               | Events and Submissions/Topic |
|--|---------------------------------------|------------------------------|
| Public Health Interventions: Individual Approaches | Various online readings and resources |                              |

### Week 4 - 05 Aug 2019

| Module/Topic                                       | Chapter                               | Events and Submissions/Topic |
|--|---------------------------------------|------------------------------|
| Public Health Interventions: Individual Approaches | Various online readings and resources |                              |

### Week 5 - 12 Aug 2019

| Module/Topic                                       | Chapter                               | Events and Submissions/Topic |
|--|---------------------------------------|------------------------------|
| Public Health Interventions: Structural Approaches | Various online readings and resources |                              |

### Vacation Week - 19 Aug 2019

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

### Week 6 - 26 Aug 2019

| Module/Topic                                       | Chapter                               | Events and Submissions/Topic |
|--|---------------------------------------|------------------------------|
| Public Health Interventions: Structural Approaches | Various online readings and resources |                              |

### Week 7 - 02 Sep 2019

| Module/Topic  | Chapter                               | Events and Submissions/Topic   |
|---|---------------------------------------|--|
| Public Health Interventions: Community Based Approaches | Various online readings and resources | <b>Written Assessment</b> Due: Week 7 Monday (2 Sept 2019) 11:45 pm AEST |

### Week 8 - 09 Sep 2019

| Module/Topic                        | Chapter                               | Events and Submissions/Topic   |
|-------------------------------------|---------------------------------------|--|
| Planning & Developing a Logic Model | Various online readings and resources | <b>Written Assessment</b> Due: Week 8 Monday (9 Sept 2019) 11:45 pm AEST |

### Week 9 - 16 Sep 2019

| Module/Topic                        | Chapter                               | Events and Submissions/Topic |
|-------------------------------------|---------------------------------------|------------------------------|
| Defining Problems and Setting Goals | Various online readings and resources |                              |

### Week 10 - 23 Sep 2019

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

Selecting Public Health Interventions    Various online readings and resources

#### Week 11 - 30 Sep 2019

| Module/Topic                           | Chapter                               | Events and Submissions/Topic |
|--|---------------------------------------|------------------------------|
| Evaluating Public Health Interventions | Various online readings and resources |                              |

#### Week 12 - 07 Oct 2019

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

#### Review/Exam Week - 14 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic  |
|--------------|---------|---|
|              |         | <b>Written Assessment Due:</b><br>Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST |

#### Exam Week - 21 Oct 2019

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

## Term Specific Information

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

Students will be expected to answer 4 online short-answer essay-style questions. You will be required to demonstrate your understanding of public health interventions.

#### Assessment Due Date

Week 7 Monday (2 Sept 2019) 11:45 pm AEST

Students will be given 1 week to complete the online assessment. Assessment will open on Monday 26th August 2019.

#### Return Date to Students

Within 2 weeks of submission.

#### Weighting

20%

#### Assessment Criteria

Assessment 1 will be a series of 4 short answer essay style questions. Each answer will be allocated a grade between 1-5% based on level of knowledge and depth of understanding relating to key concepts from the unit.

#### Referencing Style

- [Harvard \(author-date\)](#)

#### Submission

Online

#### Submission Instructions

Short answer questions will be provided online.

#### Learning Outcomes Assessed

- Distinguish between 'individually focused' and 'structural' public health interventions.

- Articulate the importance of public health advocacy as a key strategy for improving the health of the community.

### Graduate Attributes

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

## 2 Written Assessment

### Assessment Type

Written Assessment

### Task Description

Scenario: You have been invited as a public health practitioner to write a **report** on a public health program. Please select one of the following programs, or feel free to choose a public health program of interest to you.

- The 'Stephanie Alexander Kitchen Garden'
- 'Mind Matters' Mental Health Project
- 'Girls Make Your Move' - Department of Health Program

In your report you will need to:

- Provide an overview of the project and outline the public health interventions (strategies) used.
- Critique the effectiveness of the interventions/strategies by examining the evidence (in regards to the project itself and from the broader literature).
- Provide recommendations on how the project can be improved.

### Assessment Due Date

Week 8 Monday (9 Sept 2019) 11:45 pm AEST

### Return Date to Students

Two weeks after submission

### Weighting

40%

### Assessment Criteria

Your report will be assessed according to following criteria: presentation, integration of literature, critique of interventions, recommendations and referencing. A marking rubric will be available on Moodle.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Articulate the importance of a Logic Model to guide program planning within public health.
- Distinguish between 'individually focused' and 'structural' public health interventions.
- Determine the most appropriate combination of interventions for addressing a key public health issue.
- Articulate the importance of public health advocacy as a key strategy for improving the health of the community.

### Graduate Attributes

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

### 3 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

##### Report

As a public health practitioner you have been asked to review a community needs assessment (see Moodle site), prioritise a public health issue to be addressed and develop a program plan for implementation.

This information will need to be presented in a *report format* and include a basic LOGIC MODEL. Maximum 2500 words.

In your report you will need to:

- Provide brief background information on the selected community.
- Provide a rationale for the selection of the public health issue to be addressed.
- Outline the problem statement, goals and objectives of the project you intend to undertake.
- Develop a program description template and LOGIC model to guide the planning of your project.
- Include a basic GANTT chart to map the timeframe for your project

#### Assessment Due Date

Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

#### Return Date to Students

Two weeks after submission

#### Weighting

40%

#### Assessment Criteria

Your report will be assessed according to following criteria: presentation, integration of literature, prioritisation of health need, appropriateness of LOGIC Model and selection of interventions, and referencing. A marking rubric will be available on Moodle.

#### Referencing Style

- [Harvard \(author-date\)](#)

#### Submission

Online

#### Learning Outcomes Assessed

- Articulate the importance of a Logic Model to guide program planning within public health.
- Determine the most appropriate combination of interventions for addressing a key public health issue.
- Develop a Logic Model to address a specific public health issue.
- Solve ethical concerns relating to intervention development.

#### 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