



# PBHL12002 *Public Health Initiatives*

## Term 2 - 2023

Profile information current as at 24/04/2024 05:58 am

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 initiatives to promote and protect health, hence you will explore and critique a range of individually focused initiatives (aimed at changing individual behaviour) and structural initiatives (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 initiatives 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 - 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. **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 SUTE

##### **Feedback**

One student commented that having two reports to write for one unit was stressful.

##### **Recommendation**

Ensure that students understand the differences between the assessments (Assessment 2 is a Report; Assessment 3 is a Program Plan). Consider changing Assessment 3 to a oral presentation in future years.

#### Feedback from Student feedback, Unit Coordinator reflection

##### **Feedback**

Although in the introductory zoom and assessment tutorials it was emphasised that program planning and evaluation are key skills for all public health professional, an Environmental Health student commented that they did not feel that the unit was useful for their future work.

##### **Recommendation**

In consultation with Environmental Health colleagues and industry representatives add more unit materials that focus on Environmental Health topics. Ensure that one of the program examples for Assessment 2 is an Environmental Health initiative. Ensure that one Community Needs Assessment for Assessment 3 includes topics of interest for Environmental Health students.

#### Feedback from Unit Coordinator reflection, Community consultation

##### **Feedback**

The term 'intervention' in the context of public health means an act that improves, maintains or promotes the health of a population. However, the word 'intervention' for Aboriginal and Torres Strait Islander peoples and communities has a negative association with a sociopolitical act of government enacted on Aboriginal and Torres Strait Islander peoples. This raises conflicting understanding and emotions for many (personal communication Dr Lynore Geia). Furthermore, this term does not reflect contemporary public health practice with our focus on collaboration and partnerships with communities and other sectors.

##### **Recommendation**

Consult with colleagues and course advisory committee on changing the name of the unit to 'Public Health Initiatives' or 'Program planning and Evaluation in Public Health' in future years.

## 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 initiatives
3. Determine the most appropriate combination of initiatives 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 initiative development.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### 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	•	•	•	•	•	•
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)
- Zoom Capacity (microphone required; webcam optional)

## 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

### Module 1: The Foundations of Public Health Initiatives: Evidence, Planning and Partnerships (Week 1) - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: The Foundation of Public Health Initiatives: Evidence, Planning and Partnerships	Various online readings and resources	Discussion board forum
Introduction to Public Health Initiatives		Week 1: On-line tutorial (Introduction to Unit) - non-compulsory will be recorded
Planning and Partnerships		
Evidence		
The Social Determinants of Health (Optional)		

### Module 2: Public Health Initiatives - Individual Approaches (Weeks 2 & 3) - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Public Health Initiatives - Individual Approaches	Various online readings and resources	Discussion board forum
Health Education and Health Literacy		
Health Education: Critical		
Consciousness Education for		
Liberation		
Social Marketing		
New Technologies: Smartphone Apps		

### Module 3: Public Health Initiatives - Structural approaches (Weeks 4 & 5) - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3: Public Health Initiatives – Structural approaches  
Introduction to Structural Approaches: Changing the Environment, Advocacy and Regulatory Approaches  
Healthy Public Policy

Various online readings and resources

Discussion board forum  
Week 4: On-line tutorial (Focus on Assessments 1 and 2) - non-compulsory will be recorded

### Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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### Module 4: Public Health Initiatives – Community based interventions (Weeks 6 & 7) - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 4: Public Health Initiatives – Community based interventions  
Introduction to Community Based Initiatives  
The Value of Community Based Initiatives  
Analysing Community Based Initiatives

Various online readings and resources

Discussion board forum  
Assessment 1 Quiz Opens (Monday 21 August 2023, 9.00am, AEST) - Based on modules 1, 2 and 3

### Module 5: Selecting, and Prioritising Public Health Initiatives (Weeks 8 & 9) - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 5: Selecting, and Prioritising Public Health Initiatives  
Prioritising Public Health Issues  
Defining Problems and Setting Goals and Objectives  
Selecting public health initiatives

Various online readings and resources

Discussion board forum  
Week 9: Online Tutorial (focus on Assessment 3) - non-compulsory will be recorded

**Report** Due: Week 8 Friday (8 Sept 2023) 11:45 pm AEST

### Module 6: Planning, Monitoring and Evaluating Public Health Initiatives with a Logic Model (Weeks 10, 11 & 12) - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 6: Planning, Monitoring and Evaluating Public Health Initiatives with a Logic Model  
Planning and Developing a Logic Model  
Monitoring and Evaluating Public Health Initiatives  
Developing and Using a GANTT Chart

Various online readings and resources

Discussion board forum  
Week 11: Drop in tutorials (focus on assessment 3) - non-compulsory

### Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Program Plan</b> Due: Review/Exam Week Friday (13 Oct 2023) 11:45 pm AEST

### Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Short Answer Quiz

#### Assessment Type

Written Assessment

#### Task Description

Assessment 1 takes the form of 4 online short-answer essay-style questions to assess students' understanding of

Modules 1, 2 and 3.

Each question is worth 5 marks.

Answers are expected to be succinct (approximately 200 to 300 words). Dot points are acceptable where appropriate.

Students should reference using the peer reviewed literature.

The quiz will be open one week before the final submission - students can save their work and return to it - the quiz does not have to be completed in one sitting.

### **Assessment Due Date**

Week 7 Monday (28 Aug 2023) 11:45 pm AEST

Students will be given 1 week to complete the online assessment. Assessment will open on Monday 22nd August 2022 at 9.00am.

### **Return Date to Students**

Week 9 Monday (11 Sept 2023)

Within 2 weeks of submission.

### **Weighting**

20%

### **Assessment Criteria**

Assessment 1 will be a series of 4 short answer essay style questions. Each question will be allocated a mark of 5. Each answer will be allocated a grade between 0- 5 based on level of knowledge and depth of understanding relating to key concepts from the unit.

### **Referencing Style**

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

### **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 Report**

### **Assessment Type**

Written Assessment

### **Task Description**

**Scenario:** You have been invited as a public health practitioner to write a 2500 to 3000 word report on a public health program.

Please select ONE of the three programs

**More information about these programs is available through the links on e-Readings.**

- Move it NQ
- Hospo Drinking Cultures
- Eat Safe Brisbane

OR choose a public health program of interest to you (please seek approval from the unit coordinator).

Follow the example report available on Moodle. In your report you will need to:

- Provide a background on the health issue.
- Provide an overview of the project and outline the public health initiatives (strategies) used.
- Critique the effectiveness of the initiatives/strategies by examining the evidence (in regard to the project itself and from the broader literature).

- Provide recommendations on how the project can be improved.

Please refer to the following documents BEFORE you start your report:

- Example report
- Tips for assessment 2
- Assessment criteria
- Attend or watch the recorded tutorial in week 4 (see virtual tutorials).

To ensure you have covered all relevant points, assess your assessment against the Assessment criteria prior to submission.

#### **Assessment Due Date**

Week 8 Friday (8 Sept 2023) 11:45 pm AEST

Submit in a word document on the Moodle site.

#### **Return Date to Students**

Week 10 Friday (22 Sept 2023)

Two weeks after submission

#### **Weighting**

40%

#### **Assessment Criteria**

This report will be marked using criterion-referenced assessment. Criterion includes the following:

Structure (5%)

Background to the health issue (10%)

Overview of the initiative and strategies (25%)

Critique of strategies (25%)

Recommendations (20%)

Quality of Sources (10%)

Referencing (5%)

Further information including a marking rubric/criteria can be found on the Moodle site.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Articulate the importance of a planning 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
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## **3 Program Plan**

#### **Assessment Type**

Written Assessment

#### **Task Description**

**Scenario:** As a public health practitioner you have been asked to review a community needs assessment (examples available on the Moodle site) to prioritise a public health issue to be addressed in your community. You will need to develop a program plan for implementation.

This information will need to be presented in a 2500 to 3000 report format and include a basic planning model. There is a suggested report format/template on the Moodle site. In your report you should:

- Provide brief background information on the selected community (from one of the three needs assessments on the Moodle or one approved by the unit coordinator).



- Provide a rationale for the selection of the public health issue to be addressed.
- Outline the problem statement, goals and objectives of the program you intend to undertake.
- Develop a program description template and a model to guide the planning of your program.
- Outline how you would monitor and evaluate your program
- Include a basic GANTT chart to map the timeframe for your program

Please refer to the following documents BEFORE you start your report:

- Assessment 3 format/template
- Logic Model template
- Tips for assessment 3
- Assessment criteria
- Attend or watch the recorded tutorial in week 9 (see virtual tutorials).

To ensure you have covered all relevant points, assess your assessment against the Assessment criteria prior to submission.

### **Assessment Due Date**

Review/Exam Week Friday (13 Oct 2023) 11:45 pm AEST

Please submit on the Moodle site.

### **Return Date to Students**

Two weeks after submission

### **Weighting**

40%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

The report will be marked using criterion-referenced assessment. Criterion used include:

Structure and referencing (10%)

Background information on Community (10%)

Rational for Public Health Issue (15%)

Problem statement, Objectives and Goals (10%)

Appropriateness of Initiatives (15%)

Appropriateness of Monitoring and Evaluation Plan (10%)

Appropriateness of Planning Model (20%)

Appropriateness of Gannt Chart (10%)

Further information including a marking rubric can be found on the Moodle site.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit a word document on Moodle.

### **Learning Outcomes Assessed**

- Articulate the importance of a planning model to guide program planning within public health
- Determine the most appropriate combination of interventions for addressing a key public health issue
- Develop a planning 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