



# PBHL13003 *Public Health in Practice A*

## Term 1 - 2019

Profile information current as at 30/04/2024 02:05 am

All details in this unit profile for PBHL13003 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

We strongly believe that a Public Health degree should include genuine work experience in a public health workplace setting. In addition to meeting unit requirements, the skills and experiences you gain throughout this Unit will assist with developing professional networks and further your career opportunities. You will undertake a structured period of industry placement (240 hours) as part of this Unit. This will be specifically designed and contractually agreed upon with the University and industry partner. The placement will enable you to apply your knowledge of public health program planning and evaluation, whilst developing an understanding of the professional requirements of working as a public health, health promotion or environmental health specialist.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *0*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0*

### 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 1 - 2019

- Mixed Mode

### 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 0-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 0 hours of study per week, making a total of 0 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: 15%

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

Weighting: 25%

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

Weighting: 30%

#### 4. **Written Assessment**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Unit evaluation

##### Feedback

No recommendations for improvement from students. Comments made are all positive.

##### Recommendation

Continue to deliver Part A of Public Health in Practice as usual.

## Unit Learning Outcomes

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

1. Collaborate with relevant stakeholders to undertake a Public Health project using a Participatory Action Research framework.
2. Negotiate and manage a placement experience through the use of a self-directed learning plan.
3. Identify, analyse and discuss current and emerging issues relating to working within the field of Public Health.
4. Apply problem-solving techniques and strategies to a Public Health Project.
5. Critically reflect on learning associated with placement experience.

## 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 - Written Assessment - 15%	•	•		•	•
2 - Written Assessment - 25%				•	
3 - Written Assessment - 30%	•		•		
4 - Written Assessment - 30%		•	•		•

### Alignment of Graduate Attributes to Learning Outcomes

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

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 15%	•			•	•	•		•		
2 - Written Assessment - 25%	•					•	•			
3 - Written Assessment - 30%	•	•	•	•						
4 - Written Assessment - 30%	•			•		•		•		

## 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)
- Wordpress Blog (Health Promotion Students)
- Zoom

## 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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Unit		This Unit is a self-directed work placement. Assignment dates will be posted onto the Moodle site but can be negotiated with the Unit Coordinator to suit the needs of your placement.

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement.		

### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Work placement.

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work placement		

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Students will complete their work placement (240 hours) over two terms.  
Four assessments will be undertaken across the two terms.

## Assessment Tasks

### 1 Placement negotiation

#### Assessment Type

Written Assessment

#### Task Description

**ALL Students:** Completion of a placement document in collaboration with their workplace supervisor. A template and further details for each cohort will be provided on the Moodle site.

#### Assessment Due Date

Dates will be posted onto the Moodle site but can be negotiated to suit the needs of your work placement.

#### Return Date to Students

Within 2 weeks of submission.

#### Weighting

15%

#### Assessment Criteria

This task will be graded according to the following criteria:

##### Health Promotion students

- Communicates ideas clearly and succinctly with no spelling or grammatical errors (20%).
- Professional presentation of placement document with all assessment requirements presented professionally (20%).
- Learning goals and objectives are insightful and measurable (30%).
- Comprehensive description of student role, duties, timeframes, resources and industry supervisor agreement (30%).

##### Environmental Health students

- Communicates ideas clearly and succinctly with no spelling or grammatical errors (20%).
- Professional presentation of documentation with all assessment requirements presented professionally (20%).
- Learning goals and objectives are insightful and measurable (30%).
- Comprehensive description of student role, duties, timeframes, resources and industry supervisor agreement (30%).

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Collaborate with relevant stakeholders to undertake a Public Health project using a Participatory Action Research framework.
- Negotiate and manage a placement experience through the use of a self-directed learning plan.
- Apply problem-solving techniques and strategies to a Public Health Project.
- Critically reflect on learning associated with placement experience.

## Graduate Attributes

- Communication
- Communication
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

## 2 Portfolio

### Assessment Type

Written Assessment

### Task Description

**ALL Students:** A portfolio of work, which includes samples of work undertaken throughout your placement will need to be submitted. Please refer to Moodle site for further details.

### Assessment Due Date

This assessment task is due at the end of Term 2. Date can be negotiated to suit the needs of your work placement.

### Return Date to Students

Two weeks after submission.

### Weighting

25%

### Assessment Criteria

This task will be graded according to the following criteria:

#### Health Promotion students

- Portfolio is well organised, professionally presented and high level attendance to detail (double spacing, spelling, grammar) (25%)
- Quality of the work selected by the student, demonstrating growth, development, and achievement (50%)
- Learning goals and objectives are insightful and measurable (30%)
- Reflective writing shows high level and thoughtful insights into learning and future goals (25%)

#### Environmental Health students

- Organisation, presentation and attention to detail (including spelling and grammar) (25%)
- Professional standard of the work presented (50%)
- High level of insight and thought regarding current status and future goals demonstrated in reflective piece (25%)

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Apply problem-solving techniques and strategies to a Public Health Project.

## Graduate Attributes

- Communication
- Information Technology Competence
- Cross Cultural Competence

## 3 Written Assessment

### Assessment Type

Written Assessment

### Task Description

**Health Promotion Students:** You are required to create and maintain a weblog which demonstrates evidence of progress during your industry placement and reflection about your experiences during the year. Please see Moodle site for further details.

**Environmental Health students:** You are required to prepare a project proposal for an environmental health project to be conducted during your placement. Please see Moodle site for further details.

### Assessment Due Date

Environmental health students: Monday Term 1 Review Week 12. Health Promotion students: Monday Term 2 Review Week. Dates can be negotiated to meet the needs of your work placement.

### Return Date to Students

Within 2 weeks of submission.

### Weighting

30%

### Assessment Criteria

This task will be graded according to the following criteria:

#### Health Promotion students

- Presented professionally, demonstrating creativity and originality (40%)
- Identifies and discusses a variety of issues; all fortnightly weblog activities completed (20%)
- Quality and regularity of feedback provided on other students' blogs (10%)
- Consistent integration of up to date references to support and reflect all ideas, factual information and quotes (10%)

#### Environmental Health students

#### Relevance (30%)

- Depth of understanding in formulating responses to the assigned task
- Alignment of responses to the assigned task
- Connections between discussion and evidence

#### Validity (40%)

- Depth and extent of discussion i.e., understanding of concepts and evidence
- Accuracy and originality of the discussion
- Judgement and reasoning i.e., assertions made based on level of critical thought, analysis and synthesis
- Depth and extent of evidence used

#### Organisation (20%)

- Consideration of required components of the assigned task
- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)

#### Presentation (10%)

- Style and formatting in accordance with required academic standards
- Typographical matters



- Referencing protocols
- Length

### Referencing Style

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

### Submission

Online

### Submission Instructions

HP Students: Assessment will be marked directly from your blog. EH Students: please submit your proposal online, where it will be graded.

### Learning Outcomes Assessed

- Collaborate with relevant stakeholders to undertake a Public Health project using a Participatory Action Research framework.
- Identify, analyse and discuss current and emerging issues relating to working within the field of Public Health.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 4 Written Assessment

### Assessment Type

Written Assessment

### Task Description

**Health Promotion Students:** Students will need to submit a reflective essay based on their experiences of working in health promotion during their industry placement. Please see Moodle site for more information.

**Environmental Health students:** Students will submit a report of their project. Please see the Moodle site for more details.

### Assessment Due Date

Friday Week 12 (Term 2). Dates can be negotiated to suit needs of work placement.

### Return Date to Students

After Certification of Grades (Term 2)

### Weighting

30%

### Assessment Criteria

This task will be graded according to the following criteria:

#### Health Promotion students

#### Structure (30%)

- Introduction and conclusion
- double spacing, 12 font type
- title page
- consistent accuracy with spelling, grammar and paragraph structure

#### Argument (40%)

- Depth and extent of discussion i.e., understanding of concepts and evidence
- Accuracy and originality of the discussion
- Judgement and reasoning i.e., assertions made based on level of critical thought, analysis and synthesis
- Depth and extent of evidence used

#### Organisation (20%)

- Clear and consistent reflection on experiences of working in public health.

- High level discussion on challenges and highlights of working in the field.
- Clear and consistent use of weblog and reflective dialogue from throughout Term 1 and 2 to support development of reflection and learning
- Well supported throughout with use of highly appropriate secondary sources (a minimum of 15 peer reviewed articles)

#### **Referencing (10%)**

- Harvard system consistently used throughout

#### **Environmental Health students**

#### **Relevance (30%)**

- Depth of understanding in formulating responses to the assigned task
- Alignment of responses to the assigned task
- Connections between discussion and evidence

#### **Validity (40%)**

- Depth and extent of discussion i.e., understanding of concepts and evidence
- Accuracy and originality of the discussion
- Judgement and reasoning i.e., assertions made based on level of critical thought, analysis and synthesis
- Depth and extent of evidence used

#### **Organisation (20%)**

- Consideration of required components of the assigned task
- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)

#### **Presentation (10%)**

- Style and formatting in accordance with required academic standards
- Typographical matters
- Referencing protocols
- Length

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Negotiate and manage a placement experience through the use of a self-directed learning plan.
- Identify, analyse and discuss current and emerging issues relating to working within the field of Public Health.
- Critically reflect on learning associated with placement experience.

#### **Graduate Attributes**

- Communication
- Communication
- Information Literacy
- Information Technology 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