



PBHL20001 *Understanding Public Health*

Term 1 - 2019

Profile information current as at 27/04/2024 03:08 am

All details in this unit profile for PBHL20001 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

Understanding Public Health introduces you to ways of thinking and perspectives that form the foundations of public health. These include examining the received wisdom of public health from the last 200 years such as different models of health and theoretical frameworks, and critiquing the approaches used in the past. You will be introduced to the social-ecological model of health that forms the basis of community-based and community-led public health. As such, you will consider the different types of leadership required for various approaches to public health practice and consider your own positionality. You will explore the differences between evidence-based practice and practice-based evidence and how these types of evidence can apply to the various approaches in public health. Finally, you will be introduced to strengths-based and disease prevention approaches as they are applied in public health.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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

- Melbourne
- 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 Postgraduate 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: 40%

2. **Group Work**

Weighting: 40%

3. **Reflective Practice Assignment**

Weighting: 20%

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](#).

Unit Learning Outcomes

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

1. Analyse the history of public health and its changing philosophical, theoretical and practice models over the last 200 years
2. Critique the ethics associated with different scales and approaches to public health, particularly in relation to First Nations Peoples
3. Discuss the impact of a social ecological model of health on public health practice
4. Differentiate between transactional and collaborative leadership and the related implications for public health practice
5. Reflect on own positionality regarding approach to health practice and relationships with others, especially those from different backgrounds
6. Distinguish between practice-based and evidence-based approaches used in public health and relate each to different models of health and approaches to practice
7. Justify taking a strengths-based or disease prevention approach to public health practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | | | |
|---|-------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 - Written Assessment - 40% | • | | • | | | • | |
| 2 - Group Work - 40% | | • | | • | | | • |
| 3 - Reflective Practice Assignment - 20% | | | | | • | | |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | | |
|---|-------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 - Knowledge | | ◦ | | ◦ | | | ◦ |
| 2 - Communication | | | | ◦ | ◦ | | |
| 3 - Cognitive, technical and creative skills | | | | | | ◦ | ◦ |
| 4 - Research | | | | | | ◦ | |
| 5 - Self-management | | | | | ◦ | | |
| 6 - Ethical and Professional Responsibility | | ◦ | | ◦ | ◦ | | |
| 7 - Leadership | | | | ◦ | | | |

Graduate Attributes

Learning Outcomes

1 2 3 4 5 6 7

8 - 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

1 - Written Assessment - 40%

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| ○ | | ○ | ○ | | | | |

2 - Group Work - 40%

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| ○ | ○ | ○ | | | ○ | ○ | |

3 - Reflective Practice Assignment - 20%

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | ○ | | | ○ | ○ | | |

Textbooks and Resources

Textbooks

PBHL20001

Prescribed

The new public health

Edition: 4th (2015)

Authors: Baum, F

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 978-0-19-558808-8

Binding: Paperback

Additional Textbook Information

This textbook is core to most units in the Master of Public Health.

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

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 styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator
r.preston@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|---------|------------------------------|
| History of Public Health | | |

Week 2 - 18 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|---------|------------------------------|
| History of Public Health Models | | |

Week 3 - 25 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------|---------|------------------------------|
| Social Ecological Model of Health | | |

Week 4 - 01 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Practice implications of different models of health: evidence based practice | | |

Week 5 - 08 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Practice implications of different models of health: practice-based evidence | | |

Vacation Week - 15 Apr 2019

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

Week 6 - 22 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------|---------|------------------------------|
| Reflecting on past practice | | |

Week 7 - 29 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Practice implications of SEMH on ethics: working at different scales (individual vs population) | | |

Week 8 - 06 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Practice implication of SEMH on ethics: working with First Nations Peoples | | |

Week 9 - 13 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Practice implications of SEMH on leadership in public health: transactional leadership and collaborative leadership | | |

Week 10 - 20 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Practice and research implications of SEMH: taking a strengths based or disease prevention approach to public health | | |

Week 11 - 27 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Finish group work and undertake presentations | | |

Week 12 - 03 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---------|------------------------------|
| Reflecting on future practice | | |

Review/Exam Week - 10 Jun 2019

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

Exam Week - 17 Jun 2019

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

Assessment Tasks

1 Workbook

Assessment Type

Written Assessment

Task Description

A workbook has been written for weeks 1-5 that contains learning activities to support tutorial discussions and to develop critical thinking. You need to complete the pre-tutorial activities prior to attending the tutorial (face-to-face or asynchronous on Moodle). Based on the discussions held within the tutorials each week, you are required to write a 200 word critique for submission for grading.

There are two points of submission:

Formative: Weeks 1-2 critiques are submitted in Week 3 to allow you to receive feedback on your writing. This formative assessment will count for 10% of your final grade for this assessment.

Summative: Weeks 3-5 critiques are submitted in Week 6.

Assessment Due Date

Formative workbook due on Monday 25 March. Summative workbook due on Tuesday 23 April.

Return Date to Students

Workbooks will be returned within 2 weeks.

Weighting

40%

Minimum mark or grade

Students will need to achieve 45%. (Please note that the overall pass mark for the unit is 50%)

Assessment Criteria

The workbook will be assessed on the following criteria:

- Consistence with tutorial discussion
- Logic and cohesive analysis

For a detailed copy of the marking criteria see Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse the history of public health and its changing philosophical, theoretical and practice models over the last 200 years
- Discuss the impact of a social ecological model of health on public health practice
- Distinguish between practice-based and evidence-based approaches used in public health and relate each to different models of health and approaches to practice

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

2 Group Work

Assessment Type

Group Work

Task Description

In weeks 7-11, you will work in small groups within the tutorial sessions. These sessions will provide you with time to work together on a topic relevant to that week, and then to undertake a 5 minute presentation back to the class which is assessable.

Weeks 7-8 are formative (10%): Week 7 you will receive information on undertaking group work and presentations and feedback on your presentation. In week 8 you will be assessed and provided further feedback.

Weeks 9-11 are summative (30%): you will need to work with the same group on one of the following topics:

Identify the most appropriate leadership for the public health situation, argue why this is the case, what assumptions underpin this leadership in this situation, and outline the limitations associated with this leadership approach.

- 1) Rising rates of obesity among teenagers related to excessive availability of sugary beverages
- 2) Increased risks of cholera related to flooding events
- 3) Substandard housing in a remote First Nations People's community
- 4) Falls prevention in community-dwelling older adults

Assessment Due Date

Formative due week 9 in tutorial. Summative due week 12 in tutorial.

Return Date to Students

Feedback will be provided within 2 weeks.

Weighting

40%

Minimum mark or grade

45% (Please note that the overall pass mark for the unit is 50%)

Assessment Criteria

The group work will be assessed on the following criteria:

- Consistence with topic
- Presentation
- Peer contributions

For a detailed copy of the marking criteria see Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Offline Group

Submission Instructions

Presentations will be undertaken in tutorial times.

Learning Outcomes Assessed

- Critique the ethics associated with different scales and approaches to public health, particularly in relation to First Nations Peoples
- Differentiate between transactional and collaborative leadership and the related implications for public health practice
- Justify taking a strengths-based or disease prevention approach to public health practice.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility
- Leadership

3 Reflective Essay

Assessment Type

Reflective Practice Assignment

Task Description

Two short reflective papers are required demonstrating your reflective practice on your learning within this unit. There are two points of submission:

Formative: Write 500 words reflecting on your practice as a health practitioner (or as a health participant) and how your learning up to week 6 has influenced how you see this practice. This formative assessment will account for 10% of your final grade for this assessment.

Summative: Write 500 words reflecting on your practice as a health practitioner (or as a health participant) and how you have related to those of different backgrounds to yourself over the past five years. This summative assessment will account for 10% of your final grade for this assessment.

Assessment Due Date

Formative due Monday 29 April. Summative due Monday 10 June.

Return Date to Students

Within 2 weeks of due date.

Weighting

20%

Minimum mark or grade

45% (Please note that the overall pass mark for the unit is 50%)

Assessment Criteria

The reflective essay will be assessed on the following criteria:

- Critical examination of perspective
- Integration of the relevant literature

For a detailed copy of the marking criteria see Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Reflect on own positionality regarding approach to health practice and relationships with others, especially those from different backgrounds

Graduate Attributes

- Communication

- Self-management
- Ethical and Professional Responsibility

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