



# PBHL20001 *Understanding Public Health*

## Term 2 - 2019

Profile information current as at 20/04/2024 12:54 pm

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 2 - 2019

- Cairns
- Melbourne
- Online
- Sydney

### 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](#).

## 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 Teaching reflection, team meetings, student feedback

**Feedback**

Assessments: too many assessments (6); confusion about formative and summative assessments and first assessment due too early in the term (week 3).

**Recommendation**

Assessments will be redesigned.

#### Feedback from Teaching reflection, team meetings, student feedback, broader feedback

**Feedback**

Many students had very poor academic writing skills. Critical thinking and reflection were very new concepts. Students were unfamiliar with academic integrity standards of Australian universities.

**Recommendation**

Generic academic skills will be embedded into teaching in 2020, with the support of the Academic Learning Centre, to help prepare students to undertake Masters Level coursework.

#### Feedback from Teaching reflection, team meetings, student feedback, broader feedback

**Feedback**

Moodle site was difficult to navigate - particularly Gradebook/assessments.

**Recommendation**

The Moodle site to be redesigned to be more user friendly, particularly the Gradebook/assessment.

#### Feedback from Team meetings, teaching reflection

**Feedback**

In week one many students came to class unprepared and did not know they were supposed to read and listen to the lecture on the Moodle site before attending the tutorial.

**Recommendation**

During week 1 students will be orientated on how to navigate the Moodle site, submit assessment on the Moodle site, and what support is available.

## 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				◦			
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%	◦		◦	◦				
2 - Group Work - 40%	◦	◦	◦			◦	◦	
3 - Reflective Practice Assignment - 20%		◦			◦	◦		

## Textbooks and Resources

### Textbooks

PBHL20001

#### Prescribed

##### **The new public health**

Edition: 4th (2015)

Authors: Baum, F

Oxford University Press

Melbourne , QLD , Australia

ISBN: 978-0-19-558808-8

Binding: Paperback

[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

**William Mude** Unit Coordinator

[w.mude@cqu.edu.au](mailto:w.mude@cqu.edu.au)

## Schedule

### History of Public Health - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### History of Public Health Models - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Social Ecological Model of Health - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Written assessment (formative) 10%  
on work undertaken in weeks 1-2  
(Due Monday Week 3)

### Practice implications of different models of health: evidence based practice - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Practice implications of different models of health: practice-based evidence - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Vacation Week - 19 Aug 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Reflecting on past practice - 26 Aug 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Written assessment (summative) 30% on work undertaken in weeks 1-5 (Due Monday Week 6)
<b>Practice implications of SEMH on ethics: working at different scales (individual vs population) - 02 Sep 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Reflective practice assessment (formative) 10% reflect on own practice to this point (Due Monday week 7)
<b>Practice implication of SEMH on ethics: working with First Nations Peoples - 09 Sep 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Practice implications of SEMH on leadership in public health: transactional leadership and collaborative leadership - 16 Sep 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Group work and presentation (formative) 10% on work undertaken in weeks 7-8 (Due tutorial Week 9)
<b>Practice and research implications of SEMH: taking a strengths based or disease prevention approach to public health - 23 Sep 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Finish group work and undertake presentations - 30 Sep 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Group work and presentation (summative) 30% on work undertaken in weeks 7-10 (Due tutorial week 11)
<b>Reflecting on future practice - 07 Oct 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Review/Exam Week - 14 Oct 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		Reflective practice assessment (summative) 10% reflect on own practice in relation to people from different backgrounds (Due Monday review/exam week)

## 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 week 3 (Monday 29 July 2019). Summative workbook due week 6 (Monday 26 August 2019)

#### 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 topic given to you by your tutor. 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.

### **Assessment Due Date**

Formative due week 9 in tutorial (week of 16 September 2019). Summative due week 12 in tutorial (week of 30 September 2019).

### **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

### **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 week 7 (Monday 2 September 2019). Summative due week 11. (Monday 14 October 2019)

**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