



PBHL20004 Public Health Action and Evaluation

Term 2 - 2019

Profile information current as at 05/05/2024 09:07 am

All details in this unit profile for PBHL20004 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 Action and Evaluation aims to provide students with key skills to encourage communities to recognise and build on existing strengths, resources and networks that facilitate empowerment. This requires effective partnership building with key leaders, community members and organisations. This unit explores action to address disease prevention and health promotion - this is the 'what we do' in public health. Using a Critical Realism framework, you will build on your skills in public health by exploring systematic program planning incorporating assessment, implementation and evaluation. Evidence-based practice is traditionally the key driver of action in health, including public health. In this unit you will additionally explore the application of practice-based evidence acknowledging the value and richness of data that can be gathered from real-world efforts in public health. You will have opportunities to analyse and evaluate a range of public health interventions including innovative approaches such as arts-based and decolonising approaches. These will allow you to explore the ethics and practices associated with working with a range of communities, including Indigenous and marginalised groups.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: PBHL20001 Understanding Public Health

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

- 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. **Online discussion forum**

Weighting: 30%

2. **Group Work**

Weighting: 50%

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. Explain how complex adaptive systems thinking and Critical Realism influence project planning, implementation and evaluation
2. Determine appropriate models of public health project management that account for influencing factors at different scales
3. Evaluate public health actions and evaluations within First Nations Peoples' communities in regard to social and environmental determinants of health and principles of social justice, equity and equality
4. Reflect on effective partnership development with others, including establishing relationships and collaborative learning
5. Propose and justify a range of interventions to address a complex health issue and outline how these interventions could be evaluated.












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 - 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 - Online discussion forum - 30%								
2 - Group Work - 50%								
3 - Reflective Practice Assignment - 20%								

Textbooks and Resources

Textbooks

PBHL20004

Prescribed

Evaluating public and community health programs

Edition: Second (2017)

Authors: Muriel J. Harris

John Wiley & Sons Inc

Hoboken , NJ , US

ISBN: 9781119151081

Binding: eBook

PBHL20004

Prescribed

The New Public Health

Edition: Fourth (2016)

Authors: Fran Baum

Oxford University Press

Melbourne , VIC , AU

Binding: Paperback

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: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Vivian Romero Unit Coordinator

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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Traditional Public Health Actions		In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment. Introduction to Assessment #1

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theories of Behaviour Change		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Forum post due: Why have individual behaviour change approaches to public health dominated over the past 50 years and what have been the consequences on this domination for those who work from a communitarian basis such as First Nations Peoples?</p> <p>Introduction to Assessments #s 2 & 3 <u>For Week 3, bring two articles related to your topic.</u></p>

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Planning and Evaluating Public Health Actions		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Forum post due: How has complex adaptive thinking influenced public health intervention planning?</p> <p>Peer assessments of literature conducted during tutorials.</p>

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Healthy Settings		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Forum post due: How could critical realism influence healthy setting approaches to Public Health?</p>

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Community Development		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Forum post due: Why is a community development approach to Public Health interventions the preferred approach for First Nations Peoples?</p>

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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No classes in PBHL20004 this week.

It is recommended that you catch up on missed readings and activities and/or use this week to define your research problem.

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Tools to help planning and evaluating public health actions		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Forum post due: How can public health planning tools such as human-centred design thinking and Logic Models help First Nations Peoples?</p>

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Advocacy and Activism		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Forum post due: Why has extensive public health advocacy and activation around closing the gap regarding Aboriginal and Torres Strait Islander health had limited success?</p>

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Health Public Policy		<p>This week, presentations (Assessment 2A) will take place during tutorials. Please note that there will also be lecture content this week.</p> <p>Assessment #2A DUE</p>

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Planning Process Evaluation		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Peer assessments of gut check evaluation worksheets conducted during tutorial.</p>

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Planning Outcome Evaluation

In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Data Analysis and Interpretation		In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disseminating results of evaluation		This week, presentations (Assessment 2B) will take place during tutorials. Please note that there will also be lecture content this week. Assessment #2B DUE

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam in this unit.		Assessment #3 due Partnerships Due: Review/Exam Week Wednesday (16 Oct 2019) 11:45 pm AEST

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam in this unit.		

Assessment Tasks

1 Comprehension and Collaborative Learning

Assessment Type

Online discussion forum

Task Description

This is an **INDIVIDUAL** assessment. In Weeks 2-7 you will be required to submit a discussion forum post of 150-200 words in relation to a specific question posed for each week. These questions are:

1. Why have individual behaviour change approaches to public health dominated over the past 50 years and what have been the consequences on this domination for those who work from a communitarian basis such as First Nations Peoples?
2. How has complex adaptive thinking influenced public health intervention planning?
3. How could critical realism influence healthy setting approaches to Public Health?
4. Why is a community development approach to public health interventions the preferred approach for First Nations Peoples?
5. How can public health planning tools such as human-centred design thinking and Logic Models help First Nations Peoples?
6. Why has extensive public health advocacy and activation around closing the gap regarding Aboriginal and Torres Strait Islander health had limited success?

Forums for each topic will be opened for one week. Please make sure you contribute to the forum PRIOR to the week's tutorial. You are required to reply to one other discussion post potentially contributing to the learning of others by

providing relevant new information.

Assessment Due Date**Return Date to Students****Weighting**

30%

Minimum mark or grade

45%

Assessment Criteria

- Fulfil requirements of posting on allocated discussion threads (20%)
- Demonstrate ability to structure critical argument (40%)
- Contribute to other's learning (40%)

See Moodle for a detailed assessment rubric. Late submissions and academic misconduct penalties apply as per the university regulations.

Referencing Style

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

Submission

Online

Submission Instructions

Six (6) forum posts, electronic submission via Moodle

Learning Outcomes Assessed

- Explain how complex adaptive systems thinking and Critical Realism influence project planning, implementation and evaluation
- Evaluate public health actions and evaluations within First Nations Peoples' communities in regard to social and environmental determinants of health and principles of social justice, equity and equality

Graduate Attributes

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

2 Public Health Intervention Plan and Evaluation

Assessment Type

Group Work

Task Description

This is a **GROUP** assessment. At the beginning of the term, you will pick a topic and join a team (5-6 people). You will have the opportunity to learn and apply relevant human-centred design thinking strategies throughout the term. It is strongly encouraged that you make use of opportunities provided during the tutorial sessions.

Throughout the term, teams will plan a public health intervention that

- Outlines inspiration (review of the literature, local government data, analogous experience)
- Reflects ideation (themes and insights from inspiration including but not limited to defining how Aboriginal and Torres Strait Islander sections of the community are incorporated and how to ensure that their voices are heard)
- Identifies strategies developed for the intervention
- Presents a logic model or logFrame
- Provides an evaluation plan including data collection, analysis and dissemination
- Offers an opportunity for reflection on effective partnership development

This assessment consists of three components:

1. Workshop activities reflecting the public health intervention planning and evaluation process
2. Group presentation of your public health intervention plan
3. Group presentation of your public health intervention evaluation plan

Workshop activities:

The workshop activities allow each member to contribute to the public health planning and evaluation process. For this assessment, there are two individual activities:

- Assessment of two relevant research articles (done during tutorial)
- Gut check evaluation worksheet (done during tutorial)

Each member of the team will be required to upload their Workshop activity on Moodle either during or recently after the week's tutorial. After the week's tutorial, team members will assess the individual activities of each team member. Time will be given at the start of the next week's tutorial for team members to assess these activities. It is the responsibility of each team member to assess individual work. Failure to provide assessment will penalise team members.

Group presentations:

As a result of the workshop activities, team members collectively contribute to the public health intervention planning and evaluation process. Opportunities to develop presentation will be provided during tutorials.

PLANNING

The first presentation provides an understanding of your team's public health intervention. A template for the presentation is provided in Moodle. At minimum it should contain the following sections: Inspiration, Ideation (including but not limited to defining how Aboriginal and Torres Strait Islander sections of the community are incorporated and how to ensure that their voices are heard), Strategies and Reflections. Presentation should be 10 minutes in duration.

Presenters will be stopped if they go over 10 minutes. Submission of your presentation includes slides AND transcript of your presentation. Only one member of the team will be allowed to upload this submission via Moodle. During the first presentation, audience members will provide critical feedback that will provide the basis for the second presentation.

EVALUATION

The second presentation provides an understanding of your team's evaluation plan of your public health intervention. At minimum, it should contain the following sections: Logic Model, process evaluation plan and outcome evaluation plan.

Presentation should be 10 minutes in duration. Presenters will be stopped if they go over 10 minutes. Submission of your presentation includes slides AND transcript of your presentation. Only one member of the team will be allowed to upload this submission via Moodle.

Assessment Due Date

Return Date to Students

Weighting

50%

Minimum mark or grade

45%

Assessment Criteria

Workshop activities, 10%

- Fulfil requirements of activity (2.5%)
- Contribute to the team's progress (2.5%)

Group presentation of public health intervention plan, 20%

- Demonstrate breadth and quality of plan (5%)
- Justify components and consistency of plan (10%)
- Integrate participation of Aboriginal and Torres Strait Islander community into plan (5%)

Group presentation of public health intervention plan (20%)

- Demonstrate breadth and quality of plan (5%)
- Justify components and consistency of plan (10%)
- Integrate participation of Aboriginal and Torres Strait Islander community into plan (5%)

See Moodle for a detailed assessment rubric. Late submissions and academic misconduct penalties apply as per the university regulations.

Referencing Style

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

Submission

Online Group

Submission Instructions

Two (2) workshop assignments (MSWord, PDF), electronic submission and assessment via Moodle AND Two (2) group presentation (slides and transcripts), electronic submission via Moodle

Learning Outcomes Assessed

- Determine appropriate models of public health project management that account for influencing factors at different scales
- Evaluate public health actions and evaluations within First Nations Peoples' communities in regard to social and environmental determinants of health and principles of social justice, equity and equality
- Propose and justify a range of interventions to address a complex health issue and outline how these interventions could be evaluated.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Leadership

3 Partnerships

Assessment Type

Reflective Practice Assignment

Task Description

This is an **INDIVIDUAL** assessment. Based on your informal reflections throughout the term, you will explore your ability to develop effective partnerships with others, including establishing relationships and collaborative learning. In a 2000 word essay, reflect on your group partnership throughout the term. In your essay, you will need to focus on:

- The group process in establishing and maintaining relationships throughout the term
- The effectiveness and experience of collaborative learning within the group
- The relevance of this experience in undertaking community-based public health actions and evaluations.
- A minimum of two appropriately cited references is required.

Assessment Due Date

Review/Exam Week Wednesday (16 Oct 2019) 11:45 pm AEST

Return Date to Students

Exam Week Friday (25 Oct 2019)

Weighting

20%

Minimum mark or grade

45%

Assessment Criteria

- Present essay in a professional manner (5%)
- Ability to evaluate group processes and collaborative learning (5%)
- Demonstrate reflexivity between group experiences and public health actions and evaluations (5%)
- Demonstrate use of evidence by referencing lecture/readings/tutorial (5%)

See Moodle for a detailed assessment rubric. Late submissions and academic misconduct penalties apply as per the university regulations.

Referencing Style

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

Submission

Online

Submission Instructions

One (1) reflective essay (MSWord, PDF), electronic submission via Moodle

Learning Outcomes Assessed

- Reflect on effective partnership development with others, including establishing relationships and collaborative

learning

Graduate Attributes

- 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