PBHL20004 *Public Health Action and Evaluation*
Term 1 - 2020

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 1 - 2020

- 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. **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.

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 & Teaching staff reflection

Feedback

There is need for more peer-to-peer work for distance students.

Recommendation

Arrange regular zoom meetings for all students to discuss unit content and tutorial tasks so that distance students can interact with other students. In addition, the feasibility of distance students forming a group or being part of a group based at one of the campuses for their group assessments will be assessed.

Feedback from Unit evaluation feedback & Teaching reflection

Feedback

There were similarities/overlaps in the assessment tasks with Participatory Health Research and Global Public Health .

Recommendation

Liaise with the coordinators of the Participatory Health Research and Global Public Health to minimise redundancy in some assessment tasks.

Feedback from Unit evaluation feedback & Teaching reflection

Feedback

The need for more activities and case studies in tutorials

Recommendation

Include more interactive activities and case studies in tutorials for enhanced student engagement.

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

Legend:
— N/A Level ◦ Introductory Level ● Intermediate Level ● Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	\	1	2	3	4	5
Learning Outcomes						
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	1	2	3	4	5	6	7	8
Graduate Attributes								
1 - Online discussion forum - 30%	◦	◦	◦			◦		
2 - Group Work - 50%	◦	◦	◦	◦			◦	
3 - Reflective Practice Assignment - 20%					◦	◦		

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)

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

Tafadzwa Nyanhanda Unit Coordinator
t.nyanhanda@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Traditional Public Health Actions	Various readings and learning materials.	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 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Theories of Behaviour Change	Various readings and learning materials.	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. **Forum post due: Behaviour change theories are useful in designing public health interventions. What are the strengths and limitations of behaviour change theories when designing public health interventions for First Nations people?** Introduction to Assessments #s 2 & 3

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Planning Public Health Action	Various readings and learning materials.	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. **Forum post due: What is the importance of asset based approaches in public health intervention planning?**

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Tools to help planning and evaluating public health actions	Various readings and learning materials.	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. **Forum post due: Can complex social/public health interventions be effectively modeled with a single logic model? Why or why not? Considering First Nations Peoples, how would you approach a task like this?**

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Community Development	Various readings and learning materials.	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. **Forum post due:** Read Morley, S. (2015), *What works in effective Indigenous community-managed programs and organisations* (CFCA Paper No. 32). Melbourne. Australian Institute of Family Studies. **Reflecting on this report and unit content, what makes indigenous community-managed programs and organisations more effective in delivering public health interventions in First Nations communities?**

Vacation Week - 13 Apr 2020

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

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Healthy Settings	Various readings and learning materials.	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. **Forum post due:** Read Næss, P. (2015) Critical Realism, Urban Planning and Urban Research, *European Planning Studies, 23(6)*, 1228-1244. **Reflecting on this article, what is your understanding of how critical realism can inform urban planners and policy makers decisions in the design of healthy setting approaches to Public Health?**

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Advocacy and Activism	Various readings and learning materials.	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. **Forum post due:** Read Donato, R. & Segal, L. (2013) Does Australia have the appropriate health reform agenda to close the gap in Indigenous health?. *Australian Health Review, 37*, 232-238. **Reflecting on this article; other literature and what you have learnt about public health advocacy and activism, has the Closing the Gap campaign been successful?**

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation in Public Health	Various readings and learning materials.	**This week, presentations (Assessment 2A) will take place during tutorials. Please note that there will also be lecture content this week.** **Assessment #2A DUE**

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation Design	Various readings and learning materials.	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 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation Methods: Data Collection, Analysis & Interpretation	Various readings and learning materials.	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 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation Reporting	Various readings and learning materials.	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 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Healthy Public Policy | Various readings and learning materials. | **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 - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment #3 DUE **Partnerships** Due: Review/Exam Week Wednesday (10 June 2020) 12:00 pm AEST

Exam Week - 15 Jun 2020

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

Term Specific Information

TEXTBOOKS AND RESOURCES

Prescribed
Evaluating public and community health programs (2017)
Authors: Muriel J. Harris
Second Edition
John Wiley & Sons Inc
Hoboken, NJ, US
ISBN: 9781119151081
Binding: eBook

Prescribed
The New Public Health (2016)
Authors: Fran Baum
Fourth Edition
Oxford University Press
Melbourne, VIC, AU
ISBN:
Binding: Paperback

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. Behaviour change theories are useful in designing public health interventions. What are the strengths and limitations of behaviour change theories, when designing public health interventions for First Nations people?
2. What is the importance of asset based approaches in public health intervention planning?
3. Can complex social/public health interventions be effectively modeled with a single logic model? Why or why not? Considering First Nations Peoples, how would you approach a task like this?
4. Read the Child Family Community Australia (CFCA) report by Sam Morley. (Morley, S. (2015). *What works in effective Indigenous community-managed programs and organisations* (CFCA Paper No. 32). Melbourne.

Retrieved from Australian Institute of Family Studies: https://aifs.gov.au/cfca/publications/what-works-effective-indigenous-community-managed-programs-and-organisations). Reflecting on this report and unit content, what makes indigenous community-managed programs and organisations more effective in delivering public health interventions in First Nations communities?

5. Read Næss, P. (2015) Critical Realism, Urban Planning and Urban Research. *European Planning Studies*, *23(6)*, 1228-1244. Reflecting on this article, what is your understanding of how critical realism can inform urban planners and policy makers decisions in the design of healthy setting approaches to Public Health?

6. Read Donato, R. & Segal, L. (2013) Does Australia have the appropriate health reform agenda to close the gap in Indigenous health?. *Australian Health Review, 37*, 232-238. Reflecting on this article and other literature and what you have learnt about public health advocacy and activism, has the Closing the Gap campaign been successful?

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

Forum posts are due each week (Week 2,3,4,5,6,7), refer to schedule for details.

Return Date to Students

Weighting
30%

Minimum mark or grade
50%

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 two components:

1. **Part A: Group presentation of your public health intervention plan.**
Working in groups of up to 6, you need to plan a public health intervention within a chosen scenario (scenarios will be provided in Moodle or in class). This will include:

- outlining assets and needs based on the literature and local government authority data;
- developing a logic model or logFrame;
- identifying how Aboriginal and Torres Strait Islander sections of the community are incorporated into the 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.

2. **Part B:Group presentation of your public health intervention evaluation plan**
Continuing in your group and working on the same scenario, outline how your public health intervention would be evaluated. This will include:

- provision of an evaluation plan including data collection and analysis and how results will be disseminated;
- identifying what differences would need to be undertaken to ensure Aboriginal and Torres Strait Islander voices are heard.

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

Part A is due Week 8, Part B is due Week 11.

Return Date to Students

Two weeks after submission

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria

Group submission 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 evaluation 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%

Peer and Self Evaluation, 10%

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) 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 (10 June 2020) 12:00 pm AEST

Return Date to Students
Exam Week Friday (19 June 2020)

Weighting
20%

Minimum mark or grade
50%

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