



PBHL20004 *Public Health Action and Evaluation*

Term 2 - 2020

Profile information current as at 29/04/2024 03:49 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 - 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 Teaching Staff Reflection

Feedback

Students did not go through the workbook exercises, which would have helped them to understand the unit content.

Recommendation

Teaching staff will continue to encourage students to complete the workbook exercises as well as do some of the exercises during tutorials

Feedback from Unit Evaluation

Feedback

Students found the group discussions during tutorials very useful

Recommendation

Teaching staff will continue to use a collaborative learning approach such as group discussions during tutorials ensure students grasp the unit concepts.

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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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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

Second Edition (2017)

Authors: Muriel J. Harris

Hoboken

New Jersey , NJ , USA

ISBN: 9781119151074

Binding: eBook

PBHL20004

Prescribed

The New Public Health

(2015)

Authors: Baum, Fran

OUPANZ

Melbourne , Victoria , Australia

ISBN: 9780195588088

Binding: eBook

Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

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:

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Tafadzwa Nyanhanda Unit Coordinator

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Rebecca Fanany Unit Coordinator

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Schedule

Week 1 - 13 Jul 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 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
		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.
Theories of Behaviour Change	Various readings and learning materials.	Forum post due: A social marketing approach applies marketing techniques to behavior change theories in order to bring about population wide behaviour change. What are the strengths and limitations of this approach?
Introduction to Assessments #s 2 & 3		

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
		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.
Planning Public Health Action	Various readings and learning materials.	Forum post due: Complex adaptive thinking is integral in understanding the social ecological model of health. Describe how complex adaptive thinking influences public health intervention planning?

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
		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.
Tools to help planning and evaluating public health actions	Various readings and learning materials.	Forum post due: Reflecting on what you have learnt in this unit, why is a logic model important in the planning process of an intervention? Why is it important to engage First Nations People in the planning of a Public Health intervention in their communities?

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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: A community development approach is an effective approach when working with First Nations people to plan and implement Public Health interventions partly because it ensures that the communities have ownership and oversight of decisions regarding the public health intervention. Reflecting on unit content and other literature, why are ownership and oversight of decisions important factors in ensuring the success of interventions in these communities?

Community Development

Various readings and learning materials.

Vacation Week - 17 Aug 2020

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

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Healthy Settings	Various readings and learning materials.	<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 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Advocacy and Activism	Various readings and learning materials.	<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: Reflecting on the unit content and other literature, what role do public health leaders and advocates have to play in addressing health inequities?</p> <p>Comprehension and collaborative learning Due: Week 7 Friday (4 Sept 2020) 11:59 pm AEST</p>

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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

Public Health Intervention Plan and Evaluation Due: Week 8 Friday (11 Sept 2020) 11:59 pm AEST

Week 9 - 14 Sep 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 - 21 Sep 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 - 28 Sep 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 - 05 Oct 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 - 12 Oct 2020

Module/Topic

Chapter

Events and Submissions/Topic

Assessment #3 DUE

Partnerships Due: Review/Exam Week Wednesday (14 Oct 2020) 11:59 pm AEST

Exam Week - 19 Oct 2020

Module/Topic

Chapter

Events and Submissions/Topic

There is no exam in this unit.

Term Specific Information

Teaching Staff:

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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. A social marketing approach applies marketing techniques to behavior change theories in order to bring about population wide behaviour change. What are the strengths and limitations of this approach?
2. Complex adaptive thinking is integral in understanding the social ecological model of health. Describe how complex adaptive thinking influences public health intervention planning?
3. Reflecting on what you have learnt in this unit, why is a logic model important in the planning process of an intervention? Why is it important to engage First Nations People in the planning of a Public Health intervention in their communities?
4. A community development approach is an effective approach when working with First Nations people to plan and implement Public Health interventions partly because it ensures that the communities have ownership and oversight of decisions regarding the public health intervention. Reflecting on unit content and other literature, why are ownership and oversight of decisions important factors in ensuring the success of interventions in these communities?
5. How could critical realism influence healthy setting approaches to Public Health?
6. Reflecting on the unit content and other literature, what role do public health leaders and advocates have to play in addressing health inequities?

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

Week 7 Friday (4 Sept 2020) 11:59 pm AEST
Forum posts are due each week (Week 2,3,4,5,6,7), refer to schedule for details.

Return Date to Students

Week 9 Friday (18 Sept 2020)

Two weeks after submission

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

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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). Each group will have a designated wiki, where you will be required to post **weekly** contributions (for example comments or work) towards your group assessment. Each contribution you post to the wiki will be assessed. It is strongly encouraged that you make use of the 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

Week 8 Friday (11 Sept 2020) 11:59 pm AEST

Part A is due Week 8, Part B is due Week 12.

Return Date to Students

Week 10 Friday (25 Sept 2020)

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%)

Individual Criteria, 10%

This relates to the contribution you will make towards the group assessment. Your weekly contributions towards your group assessment on your group wiki will be assessed. In addition, through a 500-word submission, you will also be required to write a brief summary of your contribution to the project.

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

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 (14 Oct 2020) 11:59 pm AEST

Return Date to Students

Exam Week Friday (23 Oct 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

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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