PBHL20004 *Public Health Action and Evaluation*
Term 1 - 2021

Profile information current as at 12/10/2024 02:34 pm

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 - 2021

- 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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	Advanced Level	Advanced Level	Advanced Level		
2 - Communication	Advanced Level		Advanced Level	Advanced Level	
3 - Cognitive, technical and creative skills	Advanced Level	Advanced Level	Advanced Level		
4 - Research	Advanced Level				
5 - Self-management			Advanced Level		
6 - Ethical and Professional Responsibility		Advanced Level	Advanced Level		
7 - Leadership		Advanced Level			
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%	Advanced Level	Advanced Level	Advanced Level			Advanced Level		
2 - Group Work - 50%	Advanced Level	Advanced Level	Advanced Level	Advanced Level			Advanced Level	
3 - Reflective Practice Assignment - 20%					Advanced Level	Advanced Level		

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

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

Geraldine Vaughan Unit Coordinator
g.a.vaughan@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

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 - 15 Mar 2021

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: Give an example of a behaviour change theory model and describe how useful it can be in addressing a public health issue?** Introduction to Assessments #s 2 & 3

Week 3 - 22 Mar 2021

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: Describe the importance of complex adaptive thinking in determining or designing public health interventions?**

Week 4 - 29 Mar 2021

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: Reflecting on what you have learnt so far in this unit, describe why it is important in engaging with stakeholders in the development of a logic model for a planned public health intervention?**

Week 5 - 05 Apr 2021

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: In your own words describe what is a community development approach and why it is considered an effective approach when working with First Nations people to plan and implement Public Health interventions?**

Vacation Week - 12 Apr 2021

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

Week 6 - 19 Apr 2021

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: Critical realism influences project planning, implementation and evaluation, describe how it influences healthy setting approaches to Public Health?**

Week 7 - 26 Apr 2021

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: Public health advocacy is important in addressing health inequities, describe one public health advocacy strategy.** **Comprehension and collaborative learning** Due: Week 7 Friday (30 Apr 2021) 11:45 pm AEST

Week 8 - 03 May 2021

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** **Public Health Intervention Plan and Evaluation** Due: Week 8 Friday (7 May 2021) 11:45 pm AEST

Week 9 - 10 May 2021		
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 - 17 May 2021		
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 - 24 May 2021		
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 - 31 May 2021		
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 - 07 Jun 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assessment #3 DUE **Partnerships** Due: Review/Exam Week Wednesday (9 June 2021) 11:45 pm AEST
Exam Week - 14 Jun 2021		
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. Give an example of a behaviour change theory model and describe how useful it can be in addressing a public health issue?

2. Describe the importance of complex adaptive thinking in determining or designing public health interventions?
3. Reflecting on what you have learnt so far in this unit, describe why it is important in engaging with stakeholders in the development of a logic model for a planned public health intervention?
4. In your own words describe what is a community development approach and why it is considered an effective approach when working with First Nations people to plan and implement Public Health interventions?
5. Critical realism influences project planning, implementation and evaluation, describe how it influences healthy setting approaches to Public Health?
6. Public health advocacy is important in addressing health inequities, describe one public health advocacy strategy.

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 (30 Apr 2021) 11:45 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 (14 May 2021)

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

assessmentOutcome

- 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

assessmentGradAttribute

- 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). 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 (7 May 2021) 11:45 pm AEST

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

Return Date to Students
Week 10 Monday (17 May 2021)

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. You will be required to write a brief summary (500-word submission) 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 group presentations (slides and transcripts), electronic submissions via Moodle

assessmentOutcome

- 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.

assessmentGradAttribute

- 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 (9 June 2021) 11:45 pm AEST

Return Date to Students
Exam Week Monday (14 June 2021)

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

assessmentOutcome

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

assessmentGradAttribute

- 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