



PBHL20004 Public Health Action and Evaluation

Term 3 - 2023

Profile information current as at 05/05/2024 01:48 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

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 3 - 2023

- 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 coordinator reflection

Feedback

(T2 2022) Separate tutorials for on-campus and offshore/ distance students

Recommendation

Implement separate tutorials for on-campus and (Zoom-hosted) off-shore/distance students to better support student engagement and individual support.

Feedback from Unit coordinator and lecturer reflection

Feedback

(T2 2022) Assessment 2 A and B currently 2 summative assessments. While the structure of this Assessment aligns well with ULOs, the two parts of A2 mean it effectively forms four Assessments for the Unit. It is felt that Unit outcomes can be equally met (with a more proportionate expectation of student effort) through a formative approach to Assessment 2A, with feedback informing the 2B summative Assessment.

Recommendation

Turn Assessment 2A into a formative Assessment, with feedback informing the 2B summative Assessment.

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	Professional Level	Professional Level		Professional Level	
2 - Communication	Professional Level		Professional Level	Professional Level	
3 - Cognitive, technical and creative skills	Professional Level	Professional Level		Professional Level	
4 - Research				Professional Level	
5 - Self-management			Professional Level		
6 - Ethical and Professional Responsibility			Professional Level	Professional Level	
7 - Leadership			Professional Level		
8 - Aboriginal and Torres Strait Islander Cultures					

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

No referencing style set.

Teaching Contacts

Tomas Megalaa Unit Coordinator
t.megalaa@cqu.edu.au

Schedule

Week 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
PUBLIC HEALTH ACTION: TRADITIONAL AND CHANGING APPROACHES	Various weekly 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 Comprehension and collaborative learning - Forum discussion.

Week 2 - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
THEORIES OF BEHAVIOUR CHANGE	Various weekly 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. Assessment 1 Forum post #1 due. Introduction to Assessments 2A/B & 3.

Week 3 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
PLANNING PUBLIC HEALTH ACTION	Various weekly 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. Assessment 1 Forum post #2 due.

Week 4 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
TOOLS TO HELP PLANNING AND EVALUATING PUBLIC HEALTH ACTIONS	Various weekly 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. Assessment 1 Forum post #3 due.

Vacation Week - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
COMMUNITY DEVELOPMENT	Various weekly 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. Assessment 1 Forum post #4 due.

Week 6 - 18 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
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HEALTHY SETTINGS

Various weekly 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.
Assessment 1 Forum post #5 due.
Assessment 1 Comprehension and collaborative learning complete submission DUE this week.

Comprehension and collaborative learning Due: Week 6 Friday (22 Dec 2023) 11:59 pm AEST

Vacation Week - 25 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 7 - 01 Jan 2024		
Module/Topic	Chapter	Events and Submissions/Topic
PUBLIC HEALTH ADVOCACY AND ACTIVISM	Various weekly 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 8 - 08 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
EVALUATION IN PUBLIC HEALTH	Various weekly 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. Public Health Intervention Plan and Evaluation Due: Week 8 Friday (12 Jan 2024) 10:59 pm AEST

Week 9 - 15 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
EVALUATION DESIGN	Various weekly 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 - 22 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
EVALUATION METHODS	Various weekly 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 - 29 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
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EVALUATION REPORTING

Various weekly 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.
Assessment 3 (Partnerships reflective practice) DUE this week

Partnerships Due: Week 11 Friday (2 Feb 2024) 11:59 pm AEST

Week 12 - 05 Feb 2024

Module/Topic

Chapter

Events and Submissions/Topic

HEALTHY PUBLIC POLICY

Various weekly 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.
Assessment #2B DUE this week.

Exam Week - 12 Feb 2024

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

Please note that PBHL20004 will not be offered after this final (Term 3) offering. Discuss with the Unit Coordinator if you have any queries regarding the Unit.

Assessment Tasks

1 Comprehension and collaborative learning

Assessment Type

Online discussion forum

Task Description

During Weeks 2-6 you will be required to submit a discussion forum post of 150-200 words in relation to a specific question posed for each week. You are also required to comment on someone else's post between 50-100 words. You may post as many responses and comments as you please.
Refer to Moodle for the forum topics for each week.

Assessment Due Date

Week 6 Friday (22 Dec 2023) 11:59 pm AEST

Return Date to Students

Week 8 Friday (12 Jan 2024)

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.

Submission

Online

Submission Instructions

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

2 Public Health Intervention Plan and Evaluation

Assessment Type

Group Work

Task Description

Through the remainder of the term, you will concentrate on providing an evaluation plan for your proposed intervention. It is strongly encouraged that you make use of opportunities provided during the tutorial sessions. Please note, everyone in the group must contribute and participate towards the group assessment. Each individual's contribution to the group assessment will be assessed and will contribute to their mark for the assessment.

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

- Presents a logic model
- Provides an evaluation plan including data collection, analysis and dissemination
- Defines 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
- Offers an opportunity for reflection on effective partnership development

This assessment consists of two components:

1. 2A - Group presentation of your public health intervention evaluation plan
2. 2B - Group contribution and submission via Moodle.

Assessment Due Date

Week 8 Friday (12 Jan 2024) 10:59 pm AEST

Part A presentation (due week 8) and Part B online submission (due week 12). Refer to Moodle for detailed instructions.

Return Date to Students**Weighting**

50%

Minimum mark or grade

50%

Assessment Criteria

Plan is highly relevant to scenario and accounts for extensive range of factors across various scales (20%)

Public health interventions are succinctly outlined and justified (20%)

Aboriginal and Torres Strait Islander community clearly integrated into plan (10%)

Individual Criteria – clear description of insightful, significant and extensive contributions made to the group assessment. (10%)

Evaluation plan is relevant to scenario and tightly integrated with intervention plan (20%)

Evaluation plan is highly consistent across theoretical framework, data collection and analysis (20%)

Refer to assessment rubric on Moodle for more detail.

Submission

Online

Submission Instructions

Submission of your presentation includes slides AND transcript AND Background notes of your presentation. EACH member from each group will upload the group presentation slides AND transcript AND Background notes 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.

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

Week 11 Friday (2 Feb 2024) 11:59 pm AEST

Submit online via Moodle

Return Date to Students

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

- Essay is professionally present throughout (25%)
- Group processes and collaborative learning are comprehensively evaluated (25%)
- Deep reflexivity between group experiences and PH actions and evaluations apparent (25%)
- Extensive use of literature to support reflection (25%)

Refer to Moodle for more detail.

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

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

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