



PBHL20006 Participatory Health Research

Term 2 - 2019

Profile information current as at 09/05/2024 10:45 pm

All details in this unit profile for PBHL20006 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

Participatory Health Research is an approach to research that emphasises community involvement in all aspects of the research, from the initial ideas to the final dissemination of the findings. You will be introduced to and encouraged to critique a range of research approaches, methods and designs in this unit that would be appropriate to traditional research but which can be adapted to participatory health research. You will also be introduced to anti-oppressive methodologies, including feminist, decolonising and art-based approaches to research. Taking a participatory approach is important when undertaking research with First Nations Peoples, socially marginalised groups, and those who have experienced oppression. An essential part of undertaking research with these groups is the development of reflexivity and you will be encouraged to reflect on your own position and assumptions towards research and those who are researched.

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

Pre-requisites: PBHL20001 Understanding Public Health PBHL20002 Systems Thinking in Public Health

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

Offerings For Term 2 - 2019

- Melbourne
- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online discussion forum**

Weighting: 20%

2. **Group Work**

Weighting: 60%

3. **Reflective Practice Assignment**

Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Critique strengths and limitations associated with different approaches to public health research
2. Justify taking a participatory health approach to public health research
3. Discuss the challenges associated with taking a participatory approach to public health research
4. Critique public health research undertaken within First Nations Peoples' communities
5. Evaluate the impact of anti-oppressive methodologies, including feminist, decolonising and arts-based approaches to public health research
6. Determine appropriate quantitative and qualitative research designs for various approaches to complex public health issues
7. Reflect on own positionality and assumptions related to public health research.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
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 - 20%	○	○	○	○		○		
2 - Group Work - 60%	○	○	○	○		○		
3 - Reflective Practice Assignment - 20%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

PBHL20006

Prescribed

Evaluating Public and Community Health Programs

Edition: 2nd (2016)

Authors: Muriel J. Harris

Oxford University Press

Melbourne , VIC , AU

ISBN: 978-1-119-15105-0

Binding: eBook

PBHL20006

Prescribed

The New Public Health

Edition: 4th (2015)

Authors: Fran Baum

Oxford University Press

Melbourne , VIC , AU

ISBN: 9780195588088

Binding: Paperback

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Dropmark: online visual organisation tool (dropmark.com)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Vivian Romero Unit Coordinator

v.romero@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

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

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Traditional Research Approaches		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: Reflect on epidemiology as a research approach

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Participatory Research Approaches		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 #2, topics provided Forum post due: Critique the role of participatory approaches in public health research Before Week 4 tutorial, upload which <u>topic you would like to investigate and why.</u>

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Positionality and Beneficiaries of Public Health Research		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 #3 Forum post due: Describe your positionality Before Week 5, <u>upload a systems map of your chosen topic.</u>

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Anti-oppressive Approaches		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: Why anti-oppressive approaches? Peer assessments of systems maps during tutorials.

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
No classes in PBHL20006 this week.		It is recommended that you catch up on missed readings and activities and/or use this week to define your research problem.

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Research and First Nations People		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Forum post due: How has participatory research failed First Nations People?</p> <p>Assessment #1 DUE Before Week 7, upload literature review table.</p> <p>Individual Comprehension and Analyses Due: Week 6 Friday (30 Aug 2019) 11:45 pm AEST</p>

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative Study Designs		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Peer assessments of literature review table during tutorials.</p>

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative Study Designs		<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>Before Week 9, upload research approach table.</p>

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mixed Methods		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Peer assessments of research approach table during tutorials.</p> <p>Before Week 10, upload your justification of a participatory approach.</p>

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Arts-based and Creative Participatory Methods		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, workshop activities, and opportunities to work on your assessment.</p> <p>Peer assessments of participatory approach justification during tutorials.</p>

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Moving Forwards		<p>This week, presentations (Assessment 2) will take place during tutorials. Please note that there will also be lecture content this week. Assessment #2 DUE</p> <p>Participatory Research Proposal Due: Week 11 Friday (4 Oct 2019) 11:45 pm AEST</p>

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Researcher-Practitioner		<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>Assessment #3 DUE</p>

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam in this unit.		<p>Individual Reflection Due: Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST</p>

Exam Week - 21 Oct 2019

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

Term Specific Information

* Please note the required texts listed in the Unit Profile is INCORRECT. These are the texts we will be using in this unit:
Baum, F. (2015) The New Public Health, Fourth Edition. Melbourne: Oxford University Press.
Limputtong, P. (2016) Research Methods in Health, Foundations for evidence-based practice, Third Edition. Melbourne: Oxford University Press

Assessment Tasks

1 Individual Comprehension and Analyses

Assessment Type

Online discussion forum

Task Description

This is an individual task assessment. Throughout the first six weeks of the unit, you will be required to reflect on questions related to the lectures:

1. Reflect on epidemiology as a research approach.
2. Critique the role of participatory approaches in public health research.
3. What is your positionality?
4. Why anti-oppressive approaches?
5. How has participatory research failed First Nations People?

Each week, you will upload your thoughts to these questions into the Moodle forum. Forums for the questions will be open for one week prior to the tutorial. The forum for the week's tutorial will be closed on the day after the tutorial. No

uploads to the forum after this date will be permitted.

For this assessment, select 4 best posts from Week 2-5 that demonstrate critical thinking regarding public health research approaches. Posts should not total more than 2000 words collectively and reflect a range of discussion points relevant to various approaches to public health research.

Assessment Due Date

Week 6 Friday (30 Aug 2019) 11:45 pm AEST

Return Date to Students

Week 8 Friday (13 Sept 2019)

Weighting

20%

Assessment Criteria

- Fulfil requirements of posting on allocated discussion threads (20%)
- Demonstrate ability to provide thoughtful reflection (40%)
- Demonstrate use of evidence by referencing lecture/readings/tutorial (40%)

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

Referencing Style

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

Submission

Online

Submission Instructions

Four (4) forum posts in one document (MSWord, PDF), electronic submission via Moodle

Learning Outcomes Assessed

- Critique strengths and limitations associated with different approaches to public health research
- Discuss the challenges associated with taking a participatory approach to public health research
- Critique public health research undertaken within First Nations Peoples' communities
- Evaluate the impact of anti-oppressive methodologies, including feminist, decolonising and arts-based approaches to public health research
- Determine appropriate quantitative and qualitative research designs for various approaches to complex public health issues

Graduate Attributes

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

2 Participatory Research Proposal

Assessment Type

Group Work

Task Description

At the beginning of the term, you will pick a topic and join a team (5-6 people). Throughout the term, relevant approaches and methods will be introduced for you to learn and apply. Opportunities to complete the proposal will be provided during the tutorial sessions. Teams will write a participatory research proposal that:

1. Critiques previous research related to the topic
2. Justifies a participatory approach
3. Identifies a research design that is appropriate to the defined problem
4. Justifies the design from an anti-oppressive perspective
5. Provides pathways to actionable knowledge
6. Uses appropriately cited references

This is a **GROUP** assessment that consists of two components:

- Workshop activities reflecting the research proposal process
- Group presentation of your research proposal

Workshop activities:

The workshop activities allow each member to contribute to the research proposal. For this assessment, there are four individual activities: system map of the research topic, literature review table, research approach table and a participatory approach justification. Each member of the team will be required to upload their Workshop activity on Moodle prior to the week's tutorial. During the week's tutorial, team members will assess the individual activities of each team member.

Group presentation:

As a result of the individual activities, team members create sections of the research proposal. This work is primarily completed during tutorials. The presentation provides an understanding of your team's research proposal. At minimum it should contain the following sections: Background, Aims & Objectives, Research Design & Methodological Approach, Pathways to Actionable Knowledge and References.

The presentation should be 10 minutes in duration. Presenters will be stopped if they go over the 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 11 Friday (4 Oct 2019) 11:45 pm AEST

Return Date to Students

Review/Exam Week Friday (18 Oct 2019)

Weighting

60%

Assessment Criteria

Workshop activities, 20%

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

Group presentation of public health intervention plan, 40%

- Critiques research related to topic (10%)
- Justifies a participatory approach (5%)
- Provides a coherent research design (15%)
- Justifies research design from an anti-oppressive perspective (5%)
- Provides pathways to actionable knowledge (5%)

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

Referencing Style

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

Submission

Online Group

Submission Instructions

Four (4) workshop activities (MSWord, PDF), electronic submission and assessment via Moodle AND One (1) group presentation (slides and transcripts), electronic submission via Moodle

Learning Outcomes Assessed

- Critique strengths and limitations associated with different approaches to public health research
- Justify taking a participatory health approach to public health research
- Discuss the challenges associated with taking a participatory approach to public health research
- Critique public health research undertaken within First Nations Peoples' communities
- Evaluate the impact of anti-oppressive methodologies, including feminist, decolonising and arts-based approaches to public health research
- Determine appropriate quantitative and qualitative research designs for various approaches to complex public health issues

Graduate Attributes

- Knowledge

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

3 Individual Reflection

Assessment Type

Reflective Practice Assignment

Task Description

This is an INDIVIDUAL assessment. Based on your informal reflections throughout the term, you will explore your positionality, the assumptions and the insights you have gained related to participatory public health research. In a 1500 word essay, reflect on your positionality throughout the term. In your essay, you will need to focus on

- Your positionality at the start of the term
- The inherent assumptions of your positionality and its effect on participatory research
- Insights you have gained throughout the term that have influenced (whether positively or negatively) your positionality

Assessment Due Date

Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST

Return Date to Students

Exam Week Monday (21 Oct 2019)

Weighting

20%

Minimum mark or grade

45%

Assessment Criteria

- Present essay in a professional manner (5%)
- Describe positionality assumptions and insight (5%)
- Demonstrate reflexivity between positionality and participatory research (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 own positionality and assumptions related to public health research.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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