



# PBHL20006 *Participatory Health Research*

## Term 1 - 2020

Profile information current as at 27/04/2024 05:13 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 1 - 2020

- Cairns
- Melbourne
- Online
- Sydney

#### Attendance Requirements

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

#### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Reflective Practice Assignment**

Weighting: 30%

#### 3. **Group Work**

Weighting: 40%

### 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 Student email & Student evaluations

##### **Feedback**

The weighting of group assessments was a point of frustration for some students as a student's overall mark becomes dependent on group work (60% of the unit total).

##### **Recommendation**

Change Assessment 2, Group Work from weighting of 60% to 40%. This change will subsequently increase the weight of individual assessments.

#### Feedback from Student evaluations

##### **Feedback**

Several students identified their satisfaction with the interactive and effective learning activities occurring during tutorials.

##### **Recommendation**

Maintain the active level of student engagement.

#### Feedback from Unit evaluation/ Coordinator reflection

##### **Feedback**

Some students suggested that there should be more lecture discussion in tutorial class.

##### **Recommendation**

Set aside more time during tutorial class to discuss and/or apply key concepts from the lecture.

#### Feedback from Unit evaluation/ Coordinator reflection

##### **Feedback**

Online discussion forum posts led to student comments about assessment fatigue and the inability of some students to apply this content of knowledge during the group work.

##### **Recommendation**

Change online discussion forum posts to written assessment. The written assessment will allow students individual reflection on unit concepts.

## 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

 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	6	7
1 - Knowledge	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
2 - Communication	<div></div>	<div></div>	<div></div>		<div></div>	<div></div>			
3 - Cognitive, technical and creative skills	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
4 - Research	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
5 - Self-management							<div></div>		
6 - Ethical and Professional Responsibility				<div></div>	<div></div>	<div></div>	<div></div>		
7 - Leadership							<div></div>		
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 - Written Assessment - 30%								
2 - Group Work - 40%								
3 - Reflective Practice Assignment - 30%								

## Textbooks and Resources

### Textbooks

PBHL20006

#### **Prescribed**

##### **My Two Blankets**

(2017)

Authors: Irena Kobald, Freya Blackwood

Hardie Grant Egmont

Richmond , Victoria , Australia

ISBN: 9781760501419

Binding: Paperback

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#### **Prescribed**

##### **Research Methods in Health, Foundations for evidence-based practice**

Third Edition (2016)

Authors: Pranee Liamputtong

Oxford University Press Australia

Melbourne , Victoria , Australia

ISBN: 9780190304300

Binding: Paperback

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#### **Prescribed**

##### **The New Public Health**

Fourth Edition (2015)

Authors: Fran Baum

Oxford University Press Australia

Melbourne , Victoria , Australia

ISBN: 9780195588088

Binding: Paperback

#### **Additional Textbook Information**

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### 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:**

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Vivian Romero** Unit Coordinator

[v.romero@cqu.edu.au](mailto:v.romero@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Public health research purpose and positionality		In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, participatory activities and opportunities to work on your assessment.

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Traditional approaches to health research		In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, participatory activities and opportunities to work on your assessment. This week's question: How would a positivist approach this problem? How would a constructivist approach this problem?

### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Participatory approaches to health research		In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, participatory activities and opportunities to work on your assessment. This week's question: How would a participatory researcher approach this research problem? What are some possible challenges of using a participatory approach?

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Public health research and indigenous communities		In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, participatory activities and opportunities to work on your assessment. This week's question: Why has Public Health research failed First Nations Peoples?

**Week 5 - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Anti-oppressive approaches to health research		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, participatory activities and opportunities to work on your assessment. This week's question: What is the impact of anti-oppressive approaches?</p> <p><b>Theoretical Foundations (Assessment #1)</b> Due: Week 5 Thursday (9 Apr 2020) 11:45 pm AEST</p>

**Vacation Week - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
		It is recommended that you catch up on missed readings and activities and/or use this week to explore Week 6.

**Week 6 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Human-centred design thinking and mixed methods		<p>In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, participatory activities and opportunities to work on your assessment.</p>

**Week 7 - 27 Apr 2020**

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, participatory activities and opportunities to work on your assessment.</p>

**Week 8 - 04 May 2020**

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, participatory activities and opportunities to work on your assessment.</p>

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Arts-based and creative participatory study designs

In addition to online lectures and resources, tutorials promote engaging activities including but not limited to: reflective discussions, participatory activities and opportunities to work on your assessment.

#### Week 10 - 18 May 2020

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, participatory activities and opportunities to work on your assessment.</p> <p><u>Bring all collected data to tutorial</u></p> <p><b>Research Positionality (Assessment #2)</b> Due: Week 10 Thursday (21 May 2020) 11:45 pm AEST</p>

#### Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence-based practice or practice-based evidence?		<p>This week, presentations (Research Poster Symposium) will take place during tutorials. Please note that there will also be lecture content this week.</p> <p><b>Research Poster Symposium (Assessment #3)</b> Due: Week 11 Thursday (28 May 2020) 11:45 pm AEST</p>

#### Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultivating co-creation		Time to celebrate and continue.

#### Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Theoretical Foundations (Assessment #1)

#### Assessment Type

Written Assessment

#### Task Description

This is an individual task assessment. You will write short responses to questions posed each week from Week 2 to Week



5. You will apply your knowledge of the readings and the lectures. Specific questions are located on the Moodle and will also be introduced during tutorials. There is a specific format for answering each week's question. The general format is as follows:

- Research problem of reading (1-2 sentences). Identify what you think is the research problem/topic that the reading addresses.
- Answer to question (5-7 sentences). In your own words, briefly summarise the main points to answer the question of the week.
- Applying your knowledge (3-5 bullet points). Using bullet points, list 3-5 ways to explore the specified idea.

Responses to all questions (Week 2- 5) will be uploaded to Moodle in ONE document.

#### **Assessment Due Date**

Week 5 Thursday (9 Apr 2020) 11:45 pm AEST

#### **Return Date to Students**

Week 7 Thursday (30 Apr 2020)

#### **Weighting**

30%

#### **Assessment Criteria**

The response to each week's question is worth up to 5% (for a total of up to 30%) and will be graded according to your ability to integrate your learning of the week's content.

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 \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Six (6) responses in the format described in one document (MSWord, PDF), 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

#### **Graduate Attributes**

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

## **2 Research Positionality (Assessment #2)**

#### **Assessment Type**

Reflective Practice Assignment

#### **Task Description**

This is an individual task assessment. You will be required to write a 1500 word reflective essay. You will reflect on the application of your learning related to the readings, lectures and prior assessments. Review your weekly Head Heart Feet worksheets. In particular, you will be tasked to address these three points:

- Your positionality and what you thought to be true in relation to participatory health research
- The methods you would use to approach a complex issue and the reasons why
- How you would seek to undertake research with First Nation Peoples communities

This essay will be uploaded to Moodle.

**Assessment Due Date**

Week 10 Thursday (21 May 2020) 11:45 pm AEST

**Return Date to Students**

Week 12 Thursday (4 June 2020)

**Weighting**

30%

**Minimum mark or grade**

50%

**Assessment Criteria**

For this assessment, the following rubric will be used:

- Reflection and self-assessment (10%)
- Synthesis of positionality and research design (10%)
- Integration of positionality and indigenous worldviews (10%)

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 \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Critique public health research undertaken within First Nations Peoples' communities
- Determine appropriate quantitative and qualitative research designs for various approaches to complex public health issues
- Reflect on own positionality and assumptions related to public health research.

**Graduate Attributes**

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

### 3 Research Poster Symposium (Assessment #3)

**Assessment Type**

Group Work

**Task Description**

This is a group project with an individual component. Throughout the term, relevant approaches and participatory methods will be introduced for you to learn and apply. You will collect and analyse data within tutorials. You will present your research findings through an A2 poster and online material. Opportunities to complete the poster will be provided during the tutorial sessions. The following sections are required:

- Title, Authors
- Main finding
- Introduction- what is the problem, the significance of using participatory research design versus the other designs
- Methods- describe your research design
- Impact- define the impact and outcomes of your research approach
- Any additional information
- QR Code

Your research poster should only depict a few gems of your overall research. A full explanation of the following sections (Introduction, Methods and Impact) will be made accessible online. Instructions on how to upload this material is available on Moodle. Submission of your poster includes poster and explanatory material. Only one member of the team will be allowed to upload this submission via Moodle.

For the individual component, through a 500-word submission, you will be required to write a brief summary of your

contribution to the project and personally evaluate the impact of this research process on yourself as a co-researcher. Submission of this component will be via Moodle.

**Assessment Due Date**

Week 11 Thursday (28 May 2020) 11:45 pm AEST

**Return Date to Students**

Review/Exam Week Thursday (11 June 2020)

**Weighting**

40%

**Assessment Criteria**

For this assessment, the following rubric will be used:

- Synthesis of participatory health research concepts (5%)
- Development of research design (10%)
- Evaluation of impacts and outcomes (10%)
- Communication of information (10%)
- Reflection and self-assessment (5%)

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 \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online Group

**Submission Instructions**

Present one (1) A2 poster during tutorial. Digital poster with online explanatory material, 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
- 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

## 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