



PBHL20006 *Participatory Health Research*

Term 2 - 2020

Profile information current as at 27/04/2024 06:19 am

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 - 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. **Group Work**

Weighting: 40%

3. **Reflective Practice Assignment**

Weighting: 30%

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 evaluations

Feedback

Students commented that the unit material was satisfactory and interesting.

Recommendation

Maintain quality of unit materials

Feedback from Student evaluations and lecturer/tutor reflections

Feedback

Assessments need to be explained more clearly.

Recommendation

Incorporate examples of assessment tasks during tutorials.

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	○	○	○	○	○	○	○	
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 - Written Assessment - 30%	○		○	○		○		
2 - Group Work - 40%	○	○	○	○		○		
3 - Reflective Practice Assignment - 30%	○		○	○	○	○	○	

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)
- Zoom capacity (web cam and microphone)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Vivian Romero Unit Coordinator

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Rebecca Fanany Unit Coordinator

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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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. Thought for the week: Who are you?

Week 2 - 20 Jul 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. Thought for the week: Where do you stand?

Week 3 - 27 Jul 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. Thought for the week: Is participatory research a paradigm or a method?

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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. Thought for the week: How do we improve research among Indigenous communities?

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Human-centred design thinking and anti-oppressive 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. Thought for the week: Am I a co-researcher? Theoretical Foundations Due: Week 5 Thursday (13 Aug 2020) 11:45 pm AEST

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Relax, you've earned it.		It is recommended that you review your research positionality in the context of your research problem. Once you do so, relax and use this week to prepare for the research activities beginning Week 6.

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative study designs		As co-researchers, we will be investigating our research problem using quantitative methods during tutorial.

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative study designs		As co-researchers, we will be investigating our research problem using qualitative methods during tutorial.

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Reflective researcher-practitioner		Expression of Interest (EOIs) for the Research Stream for next term will be presented this week.

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Arts-based and creative participatory study designs		As co-researchers, we will be investigating our research problem using arts-based methods during tutorial.

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Mixed methods		Finalise your group work. Bring all collected data to tutorial. Research Positionality Due: Week 10 Thursday (24 Sep 2020) 11:45 pm AEST

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence-based practice or practice-based evidence?		This week, you will display your Research Poster during tutorials and vote for class choice. Please note that there will also be lecture content this week. Research Poster Symposium Due: Week 11 Thursday (1 Oct 2020) 11:45 pm AEST

Week 12 - 05 Oct 2020

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

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Theoretical Foundations

Assessment Type

Written Assessment

Task Description

This is an individual task assessment. You will write short responses (250 words) to six questions related to Week 2 through Week 5 content. 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.

Responses to all six questions will be uploaded to Moodle in ONE document during Week 5.

Assessment Due Date

Week 5 Thursday (13 Aug 2020) 11:45 pm AEST

Return Date to Students

Week 6 Thursday (27 Aug 2020)

Weighting

30%

Assessment Criteria

The response to each 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

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Six (6) responses in one document (MSWord, PDF), online 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 Poster Symposium

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/digital 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 (1 Oct 2020) 11:45 pm AEST

Return Date to Students

Review/Exam Week Thursday (15 Oct 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 via poster (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

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Present one (1) A2/digital 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

3 Research Positionality

Assessment Type

Reflective Practice Assignment

Task Description

This is an individual task assessment. You will be required to write a 2000-word reflective essay. You will reflect on the application of your learning related to the readings, lectures, tutorials and prior assessments. Specifically, you will be tasked to address these three points:

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

This reflective essay will be uploaded to Moodle.

Assessment Due Date

Week 10 Thursday (24 Sept 2020) 11:45 pm AEST

Return Date to Students

Week 12 Thursday (8 Oct 2020)

Weighting

30%

Minimum mark or grade

15

Assessment Criteria

For this assessment, the following rubric will be used:

- Reflection of research positionality (10%)
- Synthesis of 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

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Reflective essay in one document (MSWord, PDF), online electronic submission via Moodle

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

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