



PBHL20006 *Participatory Health Research*

Term 1 - 2021

Profile information current as at 02/05/2024 01:48 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 - 2021

- Melbourne
- Online
- Sydney

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 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







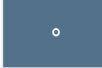
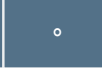
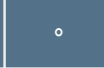

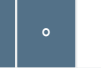


















On successful completion of this unit, you will be able to:

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 |
|---|--|--|--|--|--|

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)

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
v.romero@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Public Health Research Purpose and Reflective Practice | Green, J., 2014. What kind of research does public health need? <i>Critical Public Health</i> , (24)3, pp, 249-252. Ross, T., 2012. 'Critically reviewing literature.' in <i>A survival guide for health research methods</i> . McGraw-Hill Education (UK), pp. 171-186. | |

Week 2 - 15 Mar 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Traditional Public Health Research: Positivist Approaches | Allsop, J., 2007. Competing paradigms and health research. In M. Saks & J. Allsop, (Eds.), <i>Researching health: qualitative, quantitative and mixed methods</i> . London: Sage Publications, pp. 18-24. Clemens, S.L. and Lincoln, D.J., 2018. Where children play most: physical activity levels of school children across four settings and policy implications. <i>Australian and New Zealand journal of Public Health</i> , 42(6), pp.575-581. | |

Week 3 - 22 Mar 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Week 3: Traditional Public Health Research: Constructivist Approaches | Allsop, J., 2007. Competing paradigms and health research. In M. Saks & J. Allsop, (Eds.), <i>Researching health: qualitative, quantitative and mixed methods</i> . London: Sage Publications, pp. 25-28. Veitch, J., Bagley, S., Ball, K. and Salmon, J., 2006. Where do children usually play? A qualitative study of parents' perceptions of influences on children's active free-play. <i>Health & Place</i> , 12(4), pp.383-393. | |

Week 4 - 29 Mar 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| | |
|-----------------------------------|--|
| Participatory Research Approaches | Macaulay, A. C., Commanda, L. E., Freeman, W. L., Gibson, N., McCabe, M. L., Robbins, C. M., and Twohig, P. L., 1999. Participatory research maximises community and lay involvement. <i>BMJ</i> , 319(7212), pp. 774-778. Ferguson, A., 2019. Playing out: a grassroots street play revolution. <i>Cities & Health</i> , 3(1-2), pp.20-28. |
|-----------------------------------|--|

Week 5 - 05 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Public Health Research and Indigenous Communities | Martin, K. and Mirraboopa, B., 2003. Ways of knowing, being and doing: A theoretical framework and methods for indigenous and indigenist re-search. <i>Journal of Australian Studies</i> , 27(76), 203-214. Parker, E., Meiklejohn, B., Patterson, C., Edwards, K., Preece, C., Shuter, P. and Gould, T., 2006. Our games our health: a cultural asset for promoting health in Indigenous communities. <i>Health Promotion Journal of Australia</i> , 17(2), pp.103-108. | Submit Assessment 1: Literature Critique Literature Critique Due: Week 5 Friday (9 Apr 2021) 7:00 pm AEST |

Vacation Week - 12 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---|
| | | It is recommended that you review your research positionality by revisiting your notes in the study guide. Once you do so, relax and use this week to prepare for the research activities beginning Week 6. |

Week 6 - 19 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Human-Centred Design Thinking and Health Research | Robert, J. P., Fisher, T. R., Trowbridge, M. J. and Bent, C., 2016. A design thinking framework for healthcare management and innovation. <i>Healthcare</i> , 4(1), 11-14. | |

Week 7 - 26 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---|------------------------------|
| Quantitative Research Designs | Baum, F., 2016. Survey research methods in public health in <i>The New Public Health</i> , 4th edition. Melbourne, Australia: Oxford University Press, pp. 186-200. | |

Week 8 - 03 May 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---|------------------------------|
| Qualitative Research Designs | Baum, F., 2016. Qualitative research methods in <i>The New Public Health</i> , 4th edition. Melbourne, Australia: Oxford University Press, pp. 201-227. | |

Week 9 - 10 May 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Arts-based and Creative Participatory Research Designs

Coemans, S. and Hannes, K., 2017. Researchers under the spell of the arts: Two decades of using arts-based methods in community-based inquiry with vulnerable populations. *Educational Research Review*, 22, pp.34-49.

Hennessy, E., Kraak, V.I., Hyatt, R.R., Bloom, J., Fenton, M., Wagoner, C. and Economos, C.D., 2010. Active living for rural children: community perspectives using PhotoVOICE. *American Journal of Preventive Medicine*, 39(6), pp.537-545.

Week 10 - 17 May 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|--|--|
| Anti-oppressive Research Approaches | Abma, T., Banks, S., Cook, T., Dias, S., Madsen, W., Springett, J., and Wright, M. T., 2019. Acting for change: The generation of transformative action. In <i>Participatory Research for Health and Social Well-Being</i> . Springer, Cham, pp. 99-124. | Submit Assessment 2: Research Positionality Essay |
| | Thompson, B., Molina, Y., Viswanath, K., Warnecke, R., and Prelip, M. L., 2016. Strategies to empower communities to reduce health disparities. <i>Health Affairs (Project Hope)</i> , 35(8), pp. 1424-1428. | Research Positionality Essay Due: Week 10 Friday (21 May 2021) 7:00 pm AEST |

Week 11 - 24 May 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|--|--|
| Mixed Methods Research Design | Tariq, S. and Woodman, J., 2013. Using mixed methods in health research. <i>JRSM Short Reports</i> , 4(4). | Submit Assessment 3: Written Commentary (Group and Individual contributions) |
| | | Written Commentary Due: Week 11 Friday (28 May 2021) 7:00 pm AEST |

Week 12 - 31 May 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Cultivating Co-creation: Transformative Action | Langley, J., Wolstenholme, D., and Cooke, J., 2018. 'Collective making' as knowledge mobilisation: the contribution of participatory design in the co-creation of knowledge in healthcare. <i>BMC Health Services Research</i> 18(1), pp. 585-594. | |
| | Eberhart, A., Slogeris, B., Sadreameli, S. C., and Jassal, M. S., 2019. Using a human-centered design approach for collaborative decision-making in pediatric asthma care. <i>Public Health</i> 170(2019), pp. 129-132. | |

Review/Exam Week - 07 Jun 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---------|------------------------------|
| Exam Week - 14 Jun 2021 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Assessment Tasks

1 Literature Critique

Assessment Type

Written Assessment

Task Description

For this assessment you will critique the strengths and limitations of various approaches/paradigms to public health research through two steps.

Firstly, you will need to complete a literature review table by analysing six (6) research articles related to children's active play. Please check the Moodle site as well as the eReading List to understand the type of articles needed for this review. A sample of this table is provided in Moodle.

Secondly, once you complete your Literature Review table, you must write a short critique (1000 words) based on these reviews. Analyse the information in your literature review table to answer the following questions:

- How do you think this collection of research advances an understanding of children's active play?
- What are the areas of controversy or gaps in the knowledge of understanding children's active play?

WORD LIMITS: There is NO word limit for the literature review table, but it is recommended that there be no more than 1 page per research article. You may adjust column widths if necessary. The critique should be no more than 1000 words excluding references.

The literature review table of this assessment offers an understanding of the different paradigms used to investigate one research topic. Your critique will help you in your group assessment where you will develop a commentary on researching children's play (in relation to participatory research).

Assessment Due Date

Week 5 Friday (9 Apr 2021) 7:00 pm AEST

Return Date to Students

Week 6 Friday (23 Apr 2021)

Weighting

30%

Assessment Criteria

For this assessment, the following rubric will be used:

- Conciseness of literature table (17%)
- Insight provided by literature table (17%)
- Explanation of issue (33%)
- Evaluation of methodological information (33%)

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

Upload literature table and literature critique as one document 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 Essay

Assessment Type

Reflective Practice Assignment

Task Description

This is an individual task assessment. You will be required to write a reflective essay (2500 words). You will reflect on the application of your learning related to the readings, lectures, tutorials and prior assessments. You will be tasked to address these two points:

- Your positionality and what you thought to be true in relation to public health research
- How you would seek to undertake research with Indigenous communities

WORD LIMITS: The reflection should be no more than 2500 words excluding references. Please see Moodle for a Sample reflection.

Assessment Due Date

Week 10 Friday (21 May 2021) 7:00 pm AEST

Return Date to Students

Week 12 Friday (4 June 2021)

Weighting

30%

Minimum mark or grade

15

Assessment Criteria

For this assessment, the following rubric will be used:

- Application of reflection framework (50%)
- Knowledge of cultural worldviews (50%)

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

Upload reflection essay 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

3 Written Commentary

Assessment Type

Group Work

Task Description

This assessment is a group project with an individual assessment. For this assessment you will justify taking a participatory approach to researching children's active play by writing a 3000-word group commentary (excluding references). Please check the Moodle site to understand the required sections of the commentary (e.g., introduction, problem statement, justification). For this submission, you will also need to include a 100-word abstract and three to six key words. References should be a consistent Harvard format. Only one member of the team will be allowed to upload this submission via Moodle.

There is an individual component of the written group commentary. Through a brief 500-word submission, please address the following questions: What knowledge did you contribute? and How did your contribution strengthen your group's processes? This submission will be completed individually by each member of the group and attached to the group commentary submission.

WORD LIMITS: The commentary (with abstract) should be no more than 3000 words excluding references. The individual contribution should be no more than 500 words excluding references. You should include a reference section (Harvard style) to list the sources you specifically identified.

The commentary will help you develop the skills necessary to articulate a research problem and justify an innovative research approach. Working as a team, you will be exposed to the process of communicating constructively and encouragingly while maintaining time management. Your individual contribution will allow you to reflect on your active contributions as a team member as well as recognising your mastery and integration of the unit material.

Assessment Due Date

Week 11 Friday (28 May 2021) 7:00 pm AEST

Return Date to Students

Review/Exam Week Friday (11 June 2021)

Weighting

40%

Assessment Criteria

For this assessment, the following rubric will be used:

- Defining the problem (25%)
- Presenting and defending a participatory research approach (25%)
- Thorough explanation of methodology and research framework (25%)
- Individual contribution to group goals and knowledge (25%)

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

Upload the group commentary and the individual contribution reports of each member as one (1) group document via Moodle. Only one (1) group member may upload this document.

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