PBHL20006 *Participatory Health Research*
Term 2 - 2023

Profile information current as at 12/10/2024 03:30 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

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2023

- Melbourne
- Online
- Sydney

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

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

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 Email from Wil Alderton, AVP and Chair, Campus Life Committee, Melbourne campus

Feedback

In response to ideas generated from Assessment 3: "...it's brilliant. I'm all for encouraging student ideas and bringing these to fruition, and I agree the solutions are (mostly) actionable."

Recommendation

Continue to work with stakeholders to define project topics and trial ideas generated from student projects.

Feedback from SUTE student comment, discussions with students and personal unit coordinator reflection

Feedback

This unit may be offered to first term MPH students. Assessment 1 requires self-direction, analysis of literature and relational learning. This type of assessment may be new to some students; further support may be needed.

Recommendation

Provide additional resource links such as ALC Communication website and a recorded presentation to exemplify the requirements of Assessment 1.

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										

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 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Research Purpose and Positionality	Green, J., 2014. What kind of research does public health need? Critical Public Health, 24(3), pp. 249-252.	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Research for a New Public Health	Baum, F., 2015. Research for a new public health. In The New Public Health, 4th edition. Melbourne, Australia: Oxford University Press, pp. 150-170.	

Week 3 - 24 Jul 2023

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. BMJ, 319(7212), pp. 774-778.	

Week 4 - 31 Jul 2023

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 Participatory Research for Health and Social Well-Being. Springer, Cham, pp. 99-124. Thompson, B., Molina, Y., Viswanath, K., Warnecke, R., and Prelip, M. L., 2016. Strategies to empower communities to reduce health disparities. Health Affairs (Project Hope), 35(8), pp. 1424-1428.	

Week 5 - 07 Aug 2023

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. Journal of Australian Studies, 27(76), 203-214.	Assessment 1 due **Individual Assessment 1** Due: Week 5 Thursday (10 Aug 2023) 9:00 pm AEST

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Researcher-Practitioner	Burgess, J., 2006. Participatory action research: First-person perspectives of a graduate student. Action Research, 4(4), pp.419-437.	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Participatory Tools	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 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Participatory Tools	Robert, J. P., Fisher, T. R., Trowbridge, M. J. and Bent, C., 2016. A design thinking framework for healthcare management and innovation. Healthcare, 4(1), 11-14. Foley, K.A., Shelton, J., Richardson, E., Smart, N., Smart-McMillan, C., Mustakem, O., Young, A., Davis, D. and Frayne, D., 2019. Primary care women's health screening: a case study of a community engaged human centered design approach to enhancing the screening process. Maternal and Child Health Journal, 23(11), pp.1446-1458.	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Participatory Tools	Person, B., Knopp, S., Ali, S.M., A'kadir, F.M., Khamis, A.N., Ali, J.N., Lymo, J.H., Mohammed, K.A. and Rollinson, D., 2016. Community co-designed schistosomiasis control interventions for school-aged children in Zanzibar. Journal of Biosocial Science, 48(S1), pp.S56-S73.	Assessment 2 due **Individual Assessment 2** Due: Week 9 Thursday (14 Sept 2023) 9:00 pm AEST

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Beneficiaries of Public Health Research	Cerdá, M., 2017. A public health of consequence: let's ask about who benefits. American Journal of Public Health, 107(3), p.396.	

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Evidence-based Practice or Practice-based evidence?	Green, L.W., 2008. Making research relevant: if it is an evidence-based practice, where's the practice-based evidence? Family Practice, 25(suppl_1), pp.i20-i24.	Group assessment due **Group project** Due: Week 11 Thursday (28 Sept 2023) 9:00 pm AEST

Week 12 - 02 Oct 2023

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. BMC Health Services Research 18(1), 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. Public Health 170(2019): 129-132.	

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Individual Assessment 1

Assessment Type
Written Assessment

Task Description
This is an individual task assessment. You will write short critiques (300 words) about the articles you find to represent Week 2 to Week 5 content. In addition to explaining your chosen article in relation to the week's topic, you will compare your article to one of your classmate's articles as far as meaning. You will apply your knowledge of the readings and the lectures. Specific instructions are located on the Moodle and will also be introduced during tutorials.

Assessment Due Date
Week 5 Thursday (10 Aug 2023) 9:00 pm AEST

Return Date to Students
Week 6 Thursday (24 Aug 2023)

Weighting
30%

Assessment Criteria
The assessment criteria for this unit are in the form of a rubric, which is available from the Moodle site. However, broadly you will be assessed on:

- Timeliness of article submissions
- Critique of content
- Explanation of participatory health research

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- 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

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2 Individual Assessment 2

Assessment Type
Reflective Practice Assignment

Task Description
This is an individual task assessment. You will be required to write a reflective essay (2000 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

Assessment Due Date
Week 9 Thursday (14 Sept 2023) 9:00 pm AEST

Return Date to Students
Week 11 Thursday (28 Sept 2023)

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
The assessment criteria for this unit are in the form of a rubric, which is available from the Moodle site. However, broadly you will be assessed on:

- Application of a reflection framework
- Demonstration of Indigenous research approaches

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- 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.

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3 Group project

Assessment Type
Group Work

Task Description
This assessment is a group project with an embedded individual assessment. For this assessment you will justify taking a participatory approach to researching a health issue through a PowerPoint submission. From weeks 7 to week 10, you will be working on a participatory health project: from definition of a problem to proposal of a solution. Each week there are activities completed during in-class tutorials, and these activities will be summarised in your final submission.

Assessment Due Date
Week 11 Thursday (28 Sept 2023) 9:00 pm AEST

Return Date to Students
Review/Exam Week Thursday (12 Oct 2023)

Weighting
40%

Assessment Criteria

The assessment criteria for this unit are in the form of a rubric, which is available from the Moodle site. However, broadly you will be assessed on:

- Defining the problem
- Presenting and defending a participatory research approach
- Explaining solutions and potential innovation
- Contribution to group goals

Referencing Style

- Harvard (author-date)

Submission

Online Group

Submission Instructions

Each member of the group must upload the entire PPT with speaker notes

assessmentOutcome

- 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

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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