



PBHL29001 Social Innovation and Health: Human-Centred Design Thinking

Term 2 - 2024

Profile information current as at 29/07/2024 05:31 pm

All details in this unit profile for PBHL29001 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

How might we enable people to improve their health? Moving on from an individual focus towards a more systems-based approach requires innovation in health promotion. Human-centered design thinking (HCDT) is used in public health to embed innovation and shift inquiry towards an empowering process of solution-finding. The focus is on introducing you to the core functions of health promotion and innovation. In the first half of the term, you should be able to analyse how a HCDT lens impacts public health policy, supportive environments, and community action. In the second half of the term, you should be able to apply HCDT tools to identify problems and define solutions. You should emerge from this unit with the confidence to approach a diversity of public health challenges.

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 - 2024

- 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: 40%

2. **Group Work**

Weighting: 60%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Unit Learning Outcomes

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

1. Critique the public health policy, supportive environments and/or community action challenges facing health promotion practitioners
2. Synthesise health promotion and innovation concepts to critically discuss contemporary public health problems
3. Interpret and apply human-centred design thinking skills to creatively define problems and generate meaningful solutions appropriate to public health practice
4. Reflect on your own strengths-based approach to public health innovation.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•	•	
2 - Group Work - 60%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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.

Additional Textbook Information

All required readings will be provided on the Unit Website (Moodle) via the Reading List. Students will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Powerpoint
- Microsoft Word

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Elise Rivera Unit Coordinator
e.rivera@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Health Promotion, Social Innovation and Human-Centred Design Thinking	Readings available on the Moodle site	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Critiquing Health Promotion Challenges and Introducing Health Communication Campaigns	Readings available on the Moodle site	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Part 1- Getting Started with Creating a Health Communication Campaign

Part 2- Situation Analysis

Readings available on the Moodle site

Part 3- Partners/Stakeholders/Gatekeepers

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Audience Analysis: Determining the Campaign Audience	Readings available on the Moodle site	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Selecting Campaign and Communication Goals and Objectives	Readings available on the Moodle site	Assessment 1: Analysis of Health Communication Campaigns Due: Week 5 Friday (9 Aug 2024) 5:00 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Health Communication Strategies: Individual, Interpersonal and Group-Level	Readings available on the Moodle site	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Health Communication Strategies: Social Media and Mass Media	Readings available on the Moodle site	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cross-level Health Communication Strategies and Selecting Activities and Channels	Readings available on the Moodle site	

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Communication Public Health Data and Crafting Campaign Messages	Readings available on the Moodle site	

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Implementing a Health Communication Campaign	Readings available on the Moodle site	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating a Health Communication Campaign	Readings available on the Moodle site	Assessment 2: Group Presentation- Planning a Health Communication Campaign Due: Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Social Innovation and Health
Promotion Moving Forward – How Do You Put These into Practice? Readings available on the Moodle site

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment 1: Analysis of Health Communication Campaigns

Assessment Type

Written Assessment

Task Description

The task is a written assignment of about 800-1000 words that you will complete **INDIVIDUALLY**.

For this assessment, you will need to critique and analyse two health communication campaigns.

There are two categories of campaigns to choose from. You **must select one campaign from each of the two categories below**.

Campaign Category 1 - Community-Focused (PICK ONLY ONE OF THESE):

Donovan, R. J., James, R., Jalleh, G., & Sidebottom, C. (2006). Implementing Mental Health Promotion: The Act-Belong-Commit Mentally Healthy WA Campaign in Western Australia. *The International Journal of Mental Health Promotion*, 8(1), 33-42. <https://doi.org/10.1080/14623730.2006.9721899>

Hamann, C. J., Daly, E., Schwab-Reese, L., Askelson, N., & Peek-Asa, C. (2021). Community engagement in the development and implementation of a rural road safety campaign: Steps and lessons learned. *Journal of Transport & Health*, 23, 101282-. <https://doi.org/10.1016/j.jth.2021.101282>

Muvuka, B., Combs, R.M., Ali, N.M., Scott, H., & Williams, M.T. (2020). Depression Is Real: Developing a Health Communication Campaign in an Urban African American Community. *Progress in Community Health Partnerships: Research, Education, and Action* 14(2), 161-172. <https://doi.org/10.1353/cpr.2020.0029>.

Singler, L., Uhlenbrauck, G., Corbie-Smith, G., Richmond, A., Hattem, A., Linney, K., & Cohen-Wolkowicz, M. (2023). Say Yes! COVID Test: A Health Communication Campaign to Encourage Use of Rapid, At-Home Antigen Testing in Underserved and Historically Marginalized Communities. *Inquiry (Chicago)*, 60, 469580221146046-469580221146046. <https://doi.org/10.1177/00469580221146046>

Campaign Category 2 -Supportive environments (PICK ONLY ONE OF THESE):

Chase, N. L., Dominick, G. M., Trepal, A., Bailey, L. S., & Friedman, D. B. (2009). "This is public health: Recycling counts!" Description of a pilot health communications campaign. *International Journal of Environmental Research and Public Health*, 6(12), 2980-2991. <https://doi.org/10.3390/ijerph6122980>

DeBar, L. L., Schneider, M., Ford, E. G., Hernandez, A. E., Showell, B., Drews, K. L., Moe, E. L., Gillis, B., Jessup, A. N., Stadler, D. D., & White, M. (2009). Social marketing-based communications to integrate and support the HEALTHY study intervention. *INTERNATIONAL JOURNAL OF OBESITY*, 33(S4), S52-S59. <https://doi.org/10.1038/ijo.2009.117>

Sanderson, M., Doyle, H. & Walsh, P. Developing and implementing a targeted health-focused climate communications campaign in Ontario—#MakeltBetter. *Can J Public Health* 111, 869-875 (2020). <https://doi.org/10.17269/s41997-020-00352-z>

Part 1 (approximately 200-250 words):

The first part involves critiquing the public health policy, supportive environments and/or community action challenges

facing each of the two campaigns that you chose. When critiquing the challenges, you should use content from the following article, which includes a framework for optimising the effectiveness of health promotion initiatives: *Fry D, Zask A. Applying the Ottawa Charter to inform health promotion programme design. Health Promot Int. 2017 Oct 1;32(5):901-912. doi: 10.1093/heapro/daw022F*. This article will assist you with the points of critique that you put forth. This article is also available in the e-reading list for Week 2.

Additionally, you should draw on unit material and other relevant evidence from high-quality academic sources to critique the challenges in the two campaigns that you select.

Part 2 (approximately 200-250 words):

Social innovation is useful for helping us derive novel solutions to complex problems that are often more sustainable, effective, and efficient than existing solutions. In the second part of this assignment, you should critically discuss the utility and application of social innovation concepts to the two selected health communication campaigns. Here, you should synthesise innovation concepts to discuss how they could help address the campaigns' health promotion challenges that you identified in part one. This section should answer the following questions:

- How would these two campaigns benefit from social innovation?
- How could social innovation concepts have helped the campaigns to better address and overcome health promotion challenges?

Unit material and other relevant evidence from high-quality academic sources should be used to write this part.

Part 3 (approximately 200-250 words):

In the third part of this assignment, you should synthesise health promotion concepts to critically discuss the challenges facing the two health communication campaigns that you chose. Here you should answer the following questions:

- How well did these two campaigns draw on health promotion principles and concepts?
- What are ways that the two campaigns could better utilise health promotion concepts to strengthen them and maximise their potential impact?
- How well did the two campaigns address the social determinants of health and the levels of the socio-ecological model, and how could this have been done better?

Unit material and other relevant evidence from high-quality academic sources should be used to write this part.

Part 4 (approximately 200-250 words):

In the fourth part of the assessment, interpret human-centred design thinking concepts to discuss how they could be applied to help strengthen the two campaigns. You should address the following questions in your answer:

- How would these two campaigns benefit from human-centred design thinking?
- How could human-centred design thinking concepts have helped the two campaigns to better address the intended health problem?
- How could human-centred design thinking concepts have helped the two campaigns to ensure that they were 'empathising' with their target audience to fully understand the 'user' for whom they were designing for?
- How could human-centred design thinking help the two campaigns to creatively define the health problem(s) and/or generate more meaningful and novel solution(s)?
- In what aspects of the health communication campaign planning process could the authors have utilised human-centred design thinking activities?

Unit material and other relevant evidence from high-quality academic sources should be used to write this part.

Part 5: Concept map

In part five, you need to create a concept map to provide a visual depiction of your critique. In this concept map, you should be connecting the health promotion challenges facing the two campaigns and the role of social innovation, health promotion, and human-centred design thinking for supporting and strengthening the two health communication campaigns.

This concept map must be created by hand and cannot be developed using digital software, website, or platforms.

For part five, you do not need to write anything for this section. You only need to include a photo of your concept map. Please ensure that the image quality is clear enough that the content can be properly read.

Referencing

All sources must be cited and referenced appropriately throughout this task in the correct APA 7th style. If you need help with referencing or writing, please consult the ALC as soon as possible for guidance.

Word count

As per Moodle page +/-10%, excluding the cover page, in-text citations, the reference list. Calculate your word count minus exclusions before submission and include this on the cover page.

Turnitin

All submissions are subject to Turnitin scans, and all Turnitin reports are scrutinised. Anything questionable will go to the Academic Integrity Unit.

Assessment Presentation Requirements

You must use the Assessment Task One Template located in the Assessment Tile in Moodle.
Submit your document in Microsoft Word (.doc or .docx).

Late submissions: Late submissions will be accepted, but penalties will accrue at 5% for every full calendar day past the due date.

Use of Generative AI

In accordance with CQUniversity policy, please note that a declaration must be provided if Generative Artificial Intelligence is used on this assessment and Generative Artificial Intelligence must also be included in-text citations and the reference list.

Assessment Due Date

Week 5 Friday (9 Aug 2024) 5:00 pm AEST

Return Date to Students

Week 6 Friday (23 Aug 2024)

Weighting

40%

Minimum mark or grade

20

Assessment Criteria

Broadly, you will be assessed on:

- Evidence-informed critique of health promotion action area challenges facing each of the two campaigns
- Evidence-based synthesis of social innovation and health promotion concepts to critically discuss the public health problems presented in each of the two campaigns
- Critical discussion of the application of human-centred design thinking principles to strengthen the campaigns to more creatively define the problem and generate innovative, meaningful solutions
- The development of an original, handwritten concept map connecting the key two campaigns to health promotion challenges, social innovation concepts, human-centred design thinking principles, and health promotion concepts
- Writing a well-structured and well-written essay (i.e. follow academic conventions for post-graduate level) with a consistent voice and showcasing original thoughts

This assignment is worth 40% of the overall mark for the unit. You must achieve a score of at least 50% (20 out of 40) on this assessment to pass the unit.

The assessment criteria for this unit are in the form of a detailed marking rubric which is available from the Moodle site.

Check Moodle for an assessment template, rubric, and exemplar.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please upload Microsoft Word document on Moodle.

Learning Outcomes Assessed

- Critique the public health policy, supportive environments and/or community action challenges facing health promotion practitioners
- Synthesise health promotion and innovation concepts to critically discuss contemporary public health problems
- Interpret and apply human-centred design thinking skills to creatively define problems and generate meaningful solutions appropriate to public health practice

2 Assessment 2: Group Presentation– Planning a Health Communication Campaign

Assessment Type

Group Work

Task Description

This assessment is a group project with an embedded individual assessment.

For this assessment, you will **innovate on what an evidence-based health communication campaign could look like for either preventing type 2 diabetes among migrants or culturally and linguistically diverse communities living in Australia (topic 1) OR promoting workplace safety among migrants or culturally and linguistically diverse communities living in Australia (topic 2)**. You need to pick between these two options and your presentation should not focus on both topics.

From Week 3 to Week 10, your group will be working on different components of planning a health communication campaign while drawing on human-centred design thinking concepts and approaches: from definition of a problem to proposal of a novel solution (this is to be addressed by the group's planned health communication campaign). Each week, there are human-centred design thinking and health communication activities that you will complete during tutorials to help you progress this assessment, and these activities will be summarised in your submitted final presentation. **Therefore, it is critical that you attend tutorials each week as these activities occur during these in-person tutorial sessions.**

As part of this assessment, you will be preparing two types of documents for submission: 1) PowerPoint Presentation and 2) Individual Contribution Reflection. The PowerPoint Presentation does not need to be presented during class or narrated. Please include your individual commentary for the slides that you individually create (i.e., what you would verbally state if presenting this live), evidence-based information supporting the slides, and individual reflection in the Assessment 2 Individual Contribution template.

Any sourced information (e.g., academic journal articles) needs to have an in-text citation and appear in the reference list on the last slide in the presentation. References should be formatted using the APA7 referencing style.

Templates for the Presentation (Microsoft PowerPoint) and the Individual Contribution Reflection (Microsoft Word) are provided on Moodle, which you **MUST** use for this assessment.

The assessment components include:

- Overview of campaign topic (topic 1 or topic 2) and group experience engaging in human-centred design thinking processes
- Engagement in activities in 5 human-centred design thinking processes (embedded individual component where different group members will cover each of these)
 - 5 Why's
 - Stakeholder Networking Map
 - User Persona
 - Sailboat (Facilitators and Barriers)
 - Problem Statement
 - How Might We
 - Quick Ideas
 - Brainstorming with Constraints
 - Affinity Mapping
 - Concept Pitch or Storyboard
- Initial draft campaign material. Options include 1) a 90-120-second public service announcement for social media (e.g., TikTok, YouTube), 2) 3-page brochure with infographics, 3) interactive game or virtual reality health promotion or health communication activity, 4) approximately 800-word blog article, or 5) 3-minute educational video for YouTube.
- Summary and application of feedback on concept pitch/story board and draft campaign materials

- Final campaign material and campaign solution based on the feedback received from classmates
- Evidence-based critique of health promotion challenges and discussion about potential means for overcoming them (embedded individual component)
- Evidence-based discussion of impacts of human-centred design thinking on addressing complex health challenges, such as the one you are addressing in the health communication campaign (embedded individual component)
- Individual reflection answering the following questions (embedded individual component):
 - How did learning about and going through the phases of Human-Centred Design Thinking influence your own thinking and creativity?
 - How might the innovative and design thinking skills and knowledge that you have gained from applying Human Centred-Design Thinking to health promotion affect your own practice as a public health professional in the future?

The reflection should be guided by the following framework.

Experience: What happened? What were your thoughts and feelings at the time?

Reflection: Reflect on the experience –Why did this situation happen? What worked well and what didn't work? Why did I respond the way I did? How does this link to my skills and knowledge?

Conceptualisation: Learn from your experience – Why did the experience play out in this way? How could I improve? What could I have done differently?

Experimentation: Put your learning into practice - How can I apply what I have learnt to future situations? What are my new strategies and why is this relevant?

The reflection should be included in the Individual Contribution Reflection template.

Please refer to the PowerPoint presentation template on Moodle for guidance on what to include in each slide.

Group work

The group component of this assessment requires you to engage in several health communication and human-centred design thinking activities as you prepare your planned health communication campaign, which will be showcased in the PowerPoint presentation. These activities are collaborative, require all members to participate, and will mainly occur during tutorials – therefore, this necessitates attendance from everyone in your group. In Week 3, you will form groups. With your team, you will need to plan a health communication campaign that integrates health promotion, health communication, social innovation, and human-centred design thinking concepts to creatively define a public health problem to address in the campaign and to generate novel or unique solution(s) to that problem. Key details about the health communication campaign that should be included in the presentation are: target audience(s), problem being addressed, campaign and communication goals and objectives, key message(s), strategies, activities, stakeholders/partnerships/stakeholders, and channels. **In the presentation, at least one campaign material must be included. Options include 1) a 90-120-second public service announcement for social media (e.g., TikTok, YouTube), 2) 3-page brochure with infographics, 3) interactive game or virtual reality health promotion or health communication activity, 4) approximately 800-word blog article, or 5) 3-minute educational video for YouTube.**

Individual contributions

The individual component of this assessment requires you to construct approximately 2-3 slides in the PowerPoint presentation. The exact number of slides that each individual group member creates in the PowerPoint presentation should be roughly equal across the whole group. Additionally, you will need to write three components in the Individual Contribution Reflection (see template on Moodle): 1) evidence-based critique of health promotion challenges and discussion about potential means for overcoming them in your planned health communication campaign; 2) evidence-based discussion of impacts of human-centred design thinking on addressing complex health challenges; and 3) reflection of your strengths-based approach to public health innovation (i.e., how learning human-centred design thinking influenced your own thinking and creativity and how these new skills can be applied to health promotion in your own practice as a public health professional). Please include these in the Individual Contribution Reflection (Microsoft Word template) to submit in your assessment.

This assessment will help you develop the skills necessary to collaboratively define and articulate a public health problem and generate a novel solution to that problem. 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 recognise your mastery and integration of the unit material.

All group members must submit the PowerPoint presentation and a separate Individual Reflection Contribution (Microsoft

Word) file including the individual reflection and contributions.

Late submissions: Late submissions will be accepted, but penalties will accrue at 5% for every full calendar day past the due date.

Referencing

All sources must be cited and referenced appropriately throughout this task in the correct APA 7th. If you need help with referencing or writing, please consult the ALC as soon as possible for guidance.

File format

Submit your documents in Microsoft Word (.doc or .docx) and PowerPoint (.ppt).

Grading rubric

Please refer to the Moodle site for additional assessment information, such as the assignment marking rubric.

Turnitin

All submissions are subject to Turnitin scans, and all Turnitin reports are scrutinised. Anything questionable will go to the Academic Integrity Unit.

Assessment documents

You must use the Assessment Task Two Template and Individual Contribution Reflection Template located in the Assessment Tile in Moodle.

You must submit the documents as a Microsoft PowerPoint and Microsoft word files.

Use of Generative AI

Please note that a declaration must be provided if Generative Artificial Intelligence is used on this assessment and Generative Artificial Intelligence must also be included in-text citations and the reference list.

Assessment Due Date

Week 11 Friday (27 Sept 2024) 5:00 pm AEST

Return Date to Students

Review/Exam Week Friday (11 Oct 2024)

Weighting

60%

Minimum mark or grade

30

Assessment Criteria

This assignment is worth 60% of the overall mark for the unit. You must achieve a score of at least 50% (30 out of 60) on this assessment to pass the unit.

The assessment criteria for this unit are in the form of a detailed marking rubric which is available on the Moodle site.

Broadly, you will be assessed on:

- Critique of health promotion challenges and insightful, evidence-based discussion of health communication and innovation solutions to address these challenges
- Synthesis of health promotion concepts to discuss contemporary public health problems
- Synthesis of innovation concepts to discuss contemporary public health problems
- Interpretation and application of human-centred design thinking to demonstrate high ability to construct a clear, succinct, and insightful statement about a complex problem
- Interpretation and application of human-centred design thinking to propose novel, unique, and creative solution(s) that indicate a deep comprehension of the problem
- Development of an evidence-informed, innovative health communication campaign
- Evaluation of the impact of human-centred design thinking skills
- Reflection of your strengths-based approach to public health innovation using relevant evidence and the reflection framework

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload two documents to Moodle: 1) PowerPoint Presentation and 2) Individual Contribution Reflection

Learning Outcomes Assessed

- Critique the public health policy, supportive environments and/or community action challenges facing health promotion practitioners
- Synthesise health promotion and innovation concepts to critically discuss contemporary public health problems
- Interpret and apply human-centred design thinking skills to creatively define problems and generate meaningful solutions appropriate to public health practice
- Reflect on your own strengths-based approach to public health innovation.

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