PBHL29001 *Social Innovation and Health: Human-Centred Design Thinking*
Term 2 - 2026

Profile information current as at 23/01/2025 12:46 pm

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 - 2026

- 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

Information for Class and Assessment Overview has not been released yet.
This information will be available on Monday 18 May 2026

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 SUTE Teacher Evaluations Report; SUTE Unit Comments Report

Feedback

Students felt that the lecturers were very helpful and that all feedback provided was constructive and useful.

Recommendation

Continue to provide detailed, personalised and constructive feedback for learning to students.

Feedback from SUTE Teacher Evaluations Report; SUTE Unit Comments Report

Feedback

Students felt the lecturers were responsive, approachable and explained everything well and clearly.

Recommendation

Continue to explain concepts clearly using explicit teaching practices and providing examples, whilst being approachable and responsive to student queries. Continue to provide prompt replies to students' emails and provide accessible meeting hours for student consultations.

Feedback from SUTE Unit Comments Report; discussions with students; personal unit coordinator reflection

Feedback

The assessments included several components and instructions. Some assessments used less traditional or common formats. Thus, the types of assessments may be new to some students and may therefore be challenging. Additional support may be needed.

Recommendation

Provide additional on-campus office hours, additional resources and learning materials on Moodle, and exemplars to exemplify the requirements of the assessments. Review the assessments to ensure that they are as clear, appropriate, and straightforward as possible.

Feedback from SUTE Unit Comments Report

Feedback

The unit was comprehensive with various resources and materials that included real-world examples and applications.

Recommendation

Continue to offer authentic learning activities and materials with many real-world examples for students, whilst demonstrating practical implications in the field.

Unit Learning Outcomes

Information for Unit Learning Outcomes has not been released yet.
This information will be available on Monday 18 May 2026

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Information for Alignment of Learning Outcomes, Assessment and Graduate Attributes has not been released yet.
This information will be available on Monday 18 May 2026

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 22 June 2026

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.