Unit Outline
PUBH1000 Introduction to Public Health
Semester 1, 2016

Unit study package code: PUBH1000
Mode of study: Internal
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Teaching Staff:

Administrative contact: Name: School Student Support Office
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Location: Building: 400 - Room: 310

Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus


Introduction

This unit is an introduction to public health theory and recent trends in public health practice. We will consider the determinants of health, priorities for action (both in Australia and globally) and explore areas of public health practice such as health education, social marketing and healthy public policy.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explain the major causes of morbidity and mortality in Australia and developing countries</td>
<td></td>
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<tr>
<td>2 Evaluate and justify the national health priorities of Australia</td>
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<tr>
<td>3 Generate an original argument in relation to health promotion strategies to promote positive health outcomes in the Australian population</td>
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<tr>
<td>4 Discuss key issues affecting the health of Aboriginal and Torres Strait Islanders</td>
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<tr>
<td>5 Conduct a critical analysis of a major health issue</td>
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</table>

Curtin’s Graduate Attributes

- **Apply discipline knowledge**
- **Thinking skills** (use analytical skills to solve problems)
- **Information skills** (confidence to investigate new ideas)
- **Communication skills**
- **Technology skills**
- **Learning how to learn** (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- **International perspective** (value the perspectives of others)
- **Cultural understanding** (value the perspectives of others)
- **Professional Skills** (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)
Learning Activities

This unit involves digital presentations that are reviewed prior to attending tutorial workshops with your tutor. The digital presentations may take the form of narrated slides, documentaries or interviews with public health professionals and are available for viewing on Blackboard under the Unit Materials for each week. Students should ensure that they have viewed these digital presentations prior to attending class. You will also need to complete weekly quizzes as part of your assessment. You are also encouraged to take advantage of the additional materials posted in the Unit Materials and as Announcements throughout semester.

Learning Resources

Essential texts


  Understanding Health 4th edition introduces students to all of the key health disciplines, examining public health, health promotion, social determinants of health and primary health care as a means of achieving greater fairness, social justice and health equity. It provides an update of important new developments in determinants thinking and adds new material on how to take action on the social determinants of health from whatever your field of endeavour with an emphasis on the evidence for better health and equity. It takes a more practical approach and looks at strategies for improving health practice.

  (ISBN/ISSN: 9780195597424)

Other resources

- Core Competencies for Health Promotion Practitioners

  This is a set of health promotion core competencies for health promotion practitioners, organisations, employers, and educators. It identifies competencies for health promotion at beginner practitioner level.

REPORTS


  State of Preventive Health 2013 aims to give Australians a comprehensive overview of the health challenges facing Australians, particularly in relation to chronic disease, and the associated risk factors including tobacco consumption, harmful alcohol use and obesity.

- Australia: the healthiest country by 2020 - Preventative Health Taskforce (2008)

  The discussion paper outlines the case for reform in our approach to the prevention of illness and the promotion of health. Major changes in the way we behave as individuals, as families, as communities, as industries, as states and as a nation will be required.


  Australia’s health 2014 is the 14th biennial health report of the Australian Institute of Health and Welfare. This edition combines analytical feature articles on highly topical health issues with short statistical snapshots in the following areas: Understanding health and illness; The Australian health system; How healthy are we?; Leading types of ill health; Health behaviours and risks; Health through your life; Indigenous health; Preventing and treating ill health; Indicators of Australia’s health.


  Australia’s welfare 2013 is the 11th biennial welfare report of the Australian Institute of Health and Welfare. This comprehensive and authoritative report provides an overview of the wellbeing of Australians across domains of healthy living, autonomy and participation, and social cohesion. It includes information on: - population factors underpinning the demand for welfare services - particular needs and assistance provided to key groups - the resourcing of welfare services in Australia. The report is accompanied by a companion mini publication, Australia’s welfare 2013 in brief.


  This Overview of Australian Indigenous health status provides information about: Aboriginal and Torres Strait Islander populations; the context of Indigenous health; various measures of population health status; selected
health conditions; and health risk and protective factors.

  This is the first report in the Australian Burden of Disease Study series. It provides estimates of fatal burden for 2010 showing the contribution of each disease group by age and sex. The three leading disease groups were Cancer (35%), Cardiovascular diseases (23%) and Injuries (13%), and these contributed more than 70% of total fatal burden.

**JOURNALS**

- Australian and New Zealand Journal of Public Health
- Health Promotion Journal of Australia
- Global Health Promotion
- Health Promotion Practice
- BMC Public Health
- The Lancet
- Medical Journal of Australia
- Critical Public Health

**PROFESSIONAL ASSOCIATIONS**

- Curtin Health Promotion Student Association (HPSA)
- Australian Health Promotion Association
- Public Health Association of Australia
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical reading activity</td>
<td>25 percent</td>
<td>Week: Week 4</td>
<td>3,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day: Friday 25 March</td>
<td></td>
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<td></td>
<td></td>
<td>Time: 5pm (WST)</td>
<td></td>
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<tr>
<td>Research paper</td>
<td>40 percent</td>
<td>Week: Presentation: Week 9/10</td>
<td>1,2,5</td>
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<tr>
<td></td>
<td></td>
<td>Day: Presentation: In Class</td>
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<tr>
<td></td>
<td></td>
<td>Paper: Friday 3 June</td>
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<tr>
<td></td>
<td></td>
<td>Time: Presentation: In Class</td>
<td>Paper: 5pm (WST)</td>
</tr>
<tr>
<td>Written examination</td>
<td>35 percent</td>
<td>Week: Quizzes: Weekly</td>
<td>1,2,3,4</td>
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<td></td>
<td></td>
<td>Final Exam: Weeks 16/17</td>
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<td></td>
<td></td>
<td>Day: Quizzes: Mondays</td>
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<td></td>
<td>Final Exam: TBC</td>
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</table>

Detailed information on assessment tasks

1. **CRITICAL READING ACTIVITY**

Tobacco is one of the most important public health issues internationally and claims more than 15,000 lives in Australia alone every year. It can also be controversial because it raises the issue of who is responsible for people smoking. On the one hand, some commentators argue that responsibility for whether people smoke rests with the individual and is a matter of personal choice. On the other hand, some commentators argue that responsibility lies with governments, particularly in relation to young people. The latter emphasise those factors outside the control of the individual which limit choice or prevent certain actions. Calls for governments to regulate tobacco marketing, tax tobacco and ban smoking in public places are associated with this view.

This assessment on government intervention and tobacco control provides you with the opportunity to:

- critically analyse the responsibility of government in tobacco control interventions
- practise effective reading strategies
- demonstrate consistent and accurate use of a standard referencing system
- take a position on smoking bans in public places and support it in written form.

You are required to submit:

1. Reading logs for two articles.
2. Three or four fully referenced paragraphs, written in your own words in which you present a coherent argument for government intervention to extend public smoking bans in Western Australia. A short introduction and conclusion should also be included and altogether this short ‘essay’ should be approximately 750 words.

See the Assessment section of Blackboard for detailed instructions.

2. **RESEARCH PAPER**

This assessment requires you to prepare a 3 minute presentation and a written report (1500 word count) on a topic related to Modules 7 and 8 of the unit and your interests.
presentation will be delivered in your tutorial class in the relevant Week.

See the Assessment section of Blackboard for detailed instructions.

3. EXAMINATION

This assessment consists of two components:

1. Weekly quizzes x 10 [Modules 2-11] (worth 10%)
2. Final examination (worth 25%)

The weekly quizzes are provided on Blackboard in the unit materials for each module and should be completed each week by the scheduled due date. These are worth 1% of your grade each and assess your knowledge as you progress through the unit. You are able to have multiple attempts for each one and to receive the 1% each you are required to obtain 8/10. Each time you submit one of these quizzes you will be shown which ones were correctly answered so you know what you need to return to in the module content to revise before attempting it again. These are open book and completed in your own time each week. The quiz in the first module will not be assessed and provided to you to practice on. There will also not be a quiz in the final module. These are due at 12pm (noon) WST on the Monday of that Module.

The final exam will be closed book, run for 1.5 hours (plus 10min reading time) and is a collection of multiple choice questions based on unit content from throughout the study period including the readings, digital presentations and activities. The exam is focused on the major concepts covered in each module. If you have watched all of the digital presentations, read all of the readings and participated in the activities you are well placed to achieving a high mark on the exam. The exam questions are similar to those in the weekly quizzes so these are also a good practice run for the final exam. The final exam is held in the examination period at the end of semester. If you live within 60km of the Perth metropolitan area you will sit the exam at the Curtin Bentley campus. If you live further than this you will be contacted by the university through your OCC later in semester to arrange an alternative venue.

Pass requirements

- Students must achieve a Final Mark of 50 or greater to pass this unit.
- All pieces of assessment must be attempted to pass this unit. Failure to submit assessments will result in a Fail.
- Students will be penalised by 10% of the total mark for the assessment per calendar day for a late assessment if there is no prior negotiation with the Unit Coordinator.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.
Assessment extension

A student unable to complete an assessment task by/on the original published date/time (e.g., examinations, tests) or due date/time (e.g., assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

The Application for Assessment Extension form can be found at the following link:


**NO Application for Assessment Extension will be considered without supporting documentation (as per instructions on the form).**

Applications for Assessment Extensions can be sent to:

- Directly to the Unit Coordinator (for requests for up to 5 days extension)
- School of Public Health Teaching Support Office ([PHTeachingSupport@curtin.edu.au](mailto:PHTeachingSupport@curtin.edu.au)) – where the extension is for MORE THAN 5 DAYS.

The outcome of your Application for Assessment Extension will be notified to you by the Official Communication Channel (OCC) as per the Assessment and Student Progression Manual (refer to Section 13): [http://policies.curtin.edu.au/findapolicy/docs/Assessment_and_Student_Progression_Manual.pdf](http://policies.curtin.edu.au/findapolicy/docs/Assessment_and_Student_Progression_Manual.pdf)

**Appeals:** For details on the student appeals process please refer to the Assessment and Student Progression Manual: [http://policies.curtin.edu.au/findapolicy/docs/Assessment_and_Student_Progression_Manual.pdf](http://policies.curtin.edu.au/findapolicy/docs/Assessment_and_Student_Progression_Manual.pdf)

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Deferred examinations/tests will be held from 20/07/2016 to 22/07/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

Supplementary assessments

Supplementary assessments are not available in this unit.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library website: [http://libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing).

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be
academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course. Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

All assessments should be submitted in Microsoft Word format. If using a Mac computer please ensure that you export the file in Word format. DO NOT submit in the following formats: Pages, Publisher, PDF.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

An assessment has been introduced to expand student’s ability to read critically and to enhance their ability to construct robust arguments in written form. Some of the assessment instructions have been revised to increase clarity for students of the assessment requirements. Additional digital content has been developed for students to aid different learning styles.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Module</th>
<th>Assessment</th>
<th>Assessment Due (WST)</th>
</tr>
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<tbody>
<tr>
<td>Orientation</td>
<td>22 February</td>
<td>Orientation Week</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>29 February</td>
<td>1: Health + Social Determinants</td>
<td></td>
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<tr>
<td>2.</td>
<td>7 March</td>
<td>2: Public Health + Health Promotion</td>
<td>A3: Quiz 1</td>
<td>Monday @ Noon</td>
</tr>
<tr>
<td>3.</td>
<td>14 March</td>
<td>3: Burden of Disease</td>
<td>A3: Quiz 2</td>
<td>Monday @ Noon</td>
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<tr>
<td>4.</td>
<td>21 March</td>
<td>4: Marginalised Populations</td>
<td>A3: Quiz 3</td>
<td>Monday @ Noon</td>
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<td></td>
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<td>A1: Critical Reading</td>
<td>Friday @ 5pm</td>
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<td>5.</td>
<td>28 March</td>
<td>Tuition Free Week</td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>4 April</td>
<td>5: Global Health + Development</td>
<td>A3: Quiz 4</td>
<td>Monday @ Noon</td>
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<tr>
<td>7.</td>
<td>11 April</td>
<td>6: Environmental Health</td>
<td>A3: Quiz 5</td>
<td>Monday @ Noon</td>
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<td>8.</td>
<td>18 April</td>
<td>Tuition Free Week</td>
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<tr>
<td>9.</td>
<td>25 April</td>
<td>7: Non-Communicable Disease</td>
<td>A3: Quiz 6</td>
<td>Monday @ Noon</td>
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<tr>
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<td>A2 (Part 1): Presentation</td>
<td>In Class</td>
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<tr>
<td>10.</td>
<td>2 May</td>
<td>8: Communicable Disease</td>
<td>A3: Quiz 7</td>
<td>Monday @ Noon</td>
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<td>A2 (Part 1): Presentation</td>
<td>In Class</td>
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<tr>
<td>11.</td>
<td>9 May</td>
<td>9: Health Education for Empowerment</td>
<td>A3: Quiz 8</td>
<td>Monday @ Noon</td>
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<td>12.</td>
<td>16 May</td>
<td>10: Social Marketing</td>
<td>A3: Quiz 9</td>
<td>Monday @ Noon</td>
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<tr>
<td>13.</td>
<td>23 May</td>
<td>11: Policy for Health</td>
<td>A3: Quiz 10</td>
<td>Monday @ Noon</td>
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<tr>
<td>14.</td>
<td>30 May</td>
<td>12: Program Planning + Evaluation</td>
<td>A2 (Part 2): Paper</td>
<td>Friday @ 5pm</td>
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<tr>
<td>15.</td>
<td>6 June</td>
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<td>Study Week</td>
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<td>16. + 17.</td>
<td>13 June</td>
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<td>Examinations</td>
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