



GSE 819

Environmental Health

S2 Evening 2014

Dept of Environment & Geography

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General Information

Unit convenor and teaching staff

Unit Convenor

Frank Siciliano

frank.siciliano@mq.edu.au

Contact via frank.siciliano@mq.edu.au

E7A room 704

Tuesday 2pm-6pm

Credit points

4

Prerequisites

GSE803

Corequisites

Co-badged status

Unit description

This unit explores those aspects of human health determined by physical, chemical, biological and social components of the environment. The unit explores this relationship through a broad range of local, regional, national and international topics including the interrelationships between physical, biological and socio-economic environments; population and environmental health measures and methods; identifying the causes, impacts and mitigation of environmental hazards; the regulatory framework covering various aspects of local and national environmental health; and emerging issues in environmental health such as climate change and globalisation. Note: permission to complete the unit without completion of GSE803 as a prerequisite will only be granted if the student has completed a science-based degree.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

A broad understanding of the nature of environmental health topics

Development of critical, analytical and integrative thinking via reading, discussion and review of key environmental health reports, journals and policy documents

Experience in preparing and presenting research project, and in effective communication of the nature of the issue, key findings, considered opinion and recommendations

Capacity to undertake a detailed research investigation on a specific environmental health topic, and to clearly and concisely communicate findings in different formats

Awareness of the number and variety of professional fields and other units of study that relate to environmental health

Ability to contribute confidently to public discourse on environmental health issues

broad understanding of environmental health topics

analytical learning and writing skills

develops capacity to undertake a detailed research project on an environmental health topic

knowledge of the variety of professional and academic fields related to environmental health

Assessment Tasks

Name	Weighting	Due
<u>Assignment 1: summary paper</u>	25%	26 August 2014
<u>Assignment 2: project proposal</u>	10%	16 September 2014
<u>Assignment 3: presentation</u>	15%	7 October 2014
<u>Assignment 4: research project</u>	50%	14 November 2014

Assignment 1: summary paper

Due: **26 August 2014**

Weighting: **25%**

Australia's National Environmental Health Strategy - summary paper

(1,500 words) 25%

You are required to clearly and concisely summarise the Strategy assuming that the reader has no background in environmental health.

The assignment has **two main requirements**:

i) a summary of the National Environmental Health Strategy (1999) that focuses on:

- the objectives of the Strategy
- the range of issues addressed
- the role of government agencies and others involved in management and regulation

- human-environmental interaction

ii) a summary of changes in focus or other as outlined in the Strategy updates:

- National Environmental Health Strategy 2007-2012
- National Environmental Health Strategy 2012-2015

Assessment of the summary paper will consider:

- the level of understanding of the original Strategy and the two related documents that form the basis of the assignment
- demonstrated understanding and reference to any changes made in the Strategy updates 2007-2012 and 2012-2015
- clarity of written expression
- use of relevant additional references and material that contribute to the review
- consistency with the GSE Writing Guide

NB: the three (3) documents required for this assignment can be downloaded from the GSE819 iLearn resource.

On successful completion you will be able to:

- A broad understanding of the nature of environmental health topics
- Development of critical, analytical and integrative thinking via reading, discussion and review of key environmental health reports, journals and policy documents
- Awareness of the number and variety of professional fields and other units of study that relate to environmental health
- Ability to contribute confidently to public discourse on environmental health issues
- broad understanding of environmental health topics
- analytical learning and writing skills
- knowledge of the variety of professional and academic fields related to environmental health

Assignment 2: project proposal

Due: **16 September 2014**

Weighting: **10%**

This is the first of three related components that comprise the major assessment task for GSE819.

With the major research project in mind, the proposal requires you to **submit a brief (500 word) outline of the selected topic, accompanied by at least five references.** The proposal should

be used to develop a broad familiarity with the selected research topic, which will be explored in greater depth in the final report.

The study should relate to a contemporary topic at an appropriate geographic scale (e.g. international, national, regional, state, urban, rural or local community).

The use of **at least one case study is required** to highlight the research topic.

Students will undertake an original research investigation into a environmental health topic drawn from the list below:

- environmental health risk assessment
- environmental health law, policy and enforcement
- food safety
- workplace or industrial health hazards
- environmental health in developing countries
- climate change and environmental health
- any of the topics presented by our guest lecturers (refer to the GSE819 lecture schedule)

NB: Proposals outside of this list are welcome but must be discussed with the unit convenor.

Each proposal must include the following:

- a clear statement of the topic being researched
- a description of the relevant built and/or natural environment
- an description of the health impact on the human population affected
- relevance of the case study or studies
- a minimum of five (5) references directly related to the subject

Assessment of the proposal will consider:

- demonstration of an appropriate level of initial research into selected project topic
- quality of description of the proposed research agenda
- clarity of written expression
- quality and relevance of references
- inclusion of relevant additional references and material
- consistency with the GSE Writing Guide

On successful completion you will be able to:

- A broad understanding of the nature of environmental health topics
- Development of critical, analytical and integrative thinking via reading, discussion and review of key environmental health reports, journals and policy documents

- Experience in preparing and presenting research project, and in effective communication of the nature of the issue, key findings, considered opinion and recommendations
- Capacity to undertake a detailed research investigation on a specific environmental health topic, and to clearly and concisely communicate findings in different formats
- Ability to contribute confidently to public discourse on environmental health issues
- analytical learning and writing skills
- develops capacity to undertake a detailed research project on an environmental health topic

Assignment 3: presentation

Due: **7 October 2014**

Weighting: **15%**

Research Project presentation (in class)

15% (10% hard copy/file “poster” and 5% oral presentation)

The poster and oral presentations will provide a summary of the chosen topic, explain key ideas and issues, outline research to date (secondary reading, data collection etc).

The assignment will provide opportunity to:

- develop skills in concise communication of a scientific subject to a non-specialist audience
- highlight key issues and relevant case studies related to the topic
- stimulate class interest and discussion
- demonstrate progress of research report

You are required to:

- **submit a poster of 2 x A4 pages, or 1 x A3 page** that clearly and concisely summarises the major research project topic
- brief **oral presentation** to the class (**strictly 10 minutes maximum**) based on this poster summary

The style and format of the presentation should follow that of a typical conference poster that utilises graphics and key summary points only.

For ideas on and images of conference poster see: <http://people.eku.edu/ritchisong/posterpres.html?>

Powerpoint or Adobe Acrobat (PDF) can be used to support the oral presentation but are **limited to 2 slides**.

If you are using Powerpoint or PDF, then **only static slides are permitted. No slide**

transitions, animations or 'movement' of any description are allowed.

For some tips and tricks have a look at the "[3 minute thesis](#)" competition guidelines

NB: EVERYONE MUST SUBMIT a hard copy of the poster, and a copy of the PowerPoint or PDF file on 7th October 2014.

Assessment will consider:

- level of understanding of main issues associated with topic
- demonstration of satisfactory progress of research
- clarity and quality of oral presentation
- clarity and quality of poster

On successful completion you will be able to:

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Assignment 4: research project

Due: **14 November 2014**

Weighting: **50%**

Environmental Health Research Project Report

(3,500 words) 50%

Word limit includes all text and references but does not include tables, figures or appendices.

Report requirements ?

The project should present a thorough investigation into the selected topic.

While field research is not expected, some students may find observational research a useful approach.

The report should include the following sections and components:

- Title page
- Executive Summary (half to one page maximum)
- Table of Contents

- Introduction
- Detailed analysis of the issue
- Case study or studies
- Conclusion
- References
- Appendices (where appropriate)

Tables, maps, diagrams, photos, etc. can be used to illustrate the report where appropriate.

Ensure all graphics are correctly referenced. They can be inserted either in text or compiled in appendices.

Harvard referencing system is preferred.

Line spacing should be 1.5

Include page numbers

Assessment of the final report will consider:

- depth of reading and research
- demonstrated understanding of the extent and importance of the environmental health issue
- construction of arguments and flow of text
- clarity and concision of written expression
- quality and range of presentation and layout
- appropriate use of illustrative materials such as tables, maps, graphs and photos
- a concise Executive Summary
- complete and correct referencing
- consistency with the GSE Writing Guide

On successful completion you will be able to:

- A broad understanding of the nature of environmental health topics
- Development of critical, analytical and integrative thinking via reading, discussion and review of key environmental health reports, journals and policy documents
- Experience in preparing and presenting research project, and in effective communication of the nature of the issue, key findings, considered opinion and recommendations
- Capacity to undertake a detailed research investigation on a specific environmental health topic, and to clearly and concisely communicate findings in different formats

- Ability to contribute confidently to public discourse on environmental health issues
- analytical learning and writing skills
- develops capacity to undertake a detailed research project on an environmental health topic

Delivery and Resources

Technology

The GSE819 iLearn site:

- unit lecture schedule
- "Announcements" and "Discussions" forums
- resource material and references
- lecture slides and related materials
- outline of assessment tasks

Students are required to log on to iLearn regularly (at least once per week) to check discussions and announcements.

It is expected that all students will actively contribute to the online "Discussion" forums.

- the library's e-journal collection <https://www.library.mq.edu.au/research/journal-finder.php>
- student IT help <http://informatics.mq.edu.au/help/>

Key websites include:

- Centres for Disease Control and Prevention. Environmental health <http://www.cdc.gov/environmental/>
- CRC for Contamination Assessment and Remediation of the Environment (CRC CARE) http://www.crccare.com/publications/fact_sheets/index.html
- Cochrane Library <http://www.cochrane.org/>
- Environmental Health Australia - Gateway <http://www.eh.org.au/>
- enHealth <http://enhealth.nphp.gov.au/>
- NSW Dept of Environment & Climate Change <http://www.environment.nsw.gov.au/environmentalissues.htm>
- NSW Food Authority <http://www.foodauthority.nsw.gov.au/>
- Victorian Dept of Health – Environmental health <http://www.health.vic.gov.au/environment/>
- UNSW HIA Connect <http://www.hiaconnect.edu.au/>

- US Centers for Disease Control & Prevention (CDC) National Centre for Environmental Health <http://www.cdc.gov/nceh/>
- US Environmental Protection Agency <http://www.epa.gov/>
- World Health Organisation (WHO) – Environmental health topics http://www.who.int/topics/environmental_health/en/
- The World Wide Web Virtual Library: Public Health <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/wwwvlph>

other websites are provided on the GSE819 iLearn site.

Lectures

Classes are held on Tuesday evenings from 6:30pm-9:30pm

The lectures are not recorded.

Attendance is compulsory.

You must attend a minimum of 80% of the lectures (i.e. 10 of the 13 weeks) during semester.

However, everyone must be available to present their research project during weeks 8 and 9 (assessment task 3).

If you cannot make any class, then please email me: frank.siciliano@mq.edu.au

Unit Schedule

GSE819 is delivered by guest presenters for 9 weeks out of 13.

The introduction lecture (week 1) and the final lecture (week 13) are delivered by the unit convener.

Two classes (week 8 and week 9) are dedicated to student presentations.

Guest lectures are subject to change over the semester due to a range of circumstances. Notification of any changes will be made via the GSE819 iLearn "Announcements"

The unit outline can be downloaded from the GSE819 iLearn page.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- A broad understanding of the nature of environmental health topics
- Development of critical, analytical and integrative thinking via reading, discussion and review of key environmental health reports, journals and policy documents
- Experience in preparing and presenting research project, and in effective communication of the nature of the issue, key findings, considered opinion and recommendations
- Capacity to undertake a detailed research investigation on a specific environmental health topic, and to clearly and concisely communicate findings in different formats
- Awareness of the number and variety of professional fields and other units of study that relate to environmental health
- Ability to contribute confidently to public discourse on environmental health issues
- broad understanding of environmental health topics
- analytical learning and writing skills
- develops capacity to undertake a detailed research project on an environmental health topic
- knowledge of the variety of professional and academic fields related to environmental health

Assessment tasks

- Assignment 1: summary paper
- Assignment 2: project proposal
- Assignment 3: presentation
- Assignment 4: research project

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is

the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- A broad understanding of the nature of environmental health topics
- Development of critical, analytical and integrative thinking via reading, discussion and review of key environmental health reports, journals and policy documents
- Capacity to undertake a detailed research investigation on a specific environmental health topic, and to clearly and concisely communicate findings in different formats
- analytical learning and writing skills
- develops capacity to undertake a detailed research project on an environmental health topic

Assessment tasks

- Assignment 1: summary paper
- Assignment 2: project proposal
- Assignment 4: research project

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- A broad understanding of the nature of environmental health topics
- Development of critical, analytical and integrative thinking via reading, discussion and review of key environmental health reports, journals and policy documents
- Experience in preparing and presenting research project, and in effective communication of the nature of the issue, key findings, considered opinion and recommendations
- Capacity to undertake a detailed research investigation on a specific environmental health topic, and to clearly and concisely communicate findings in different formats
- Ability to contribute confidently to public discourse on environmental health issues
- develops capacity to undertake a detailed research project on an environmental health topic

Assessment task

- Assignment 4: research project

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- A broad understanding of the nature of environmental health topics
- Development of critical, analytical and integrative thinking via reading, discussion and review of key environmental health reports, journals and policy documents
- Experience in preparing and presenting research project, and in effective communication of the nature of the issue, key findings, considered opinion and recommendations
- Ability to contribute confidently to public discourse on environmental health issues

Assessment tasks

- Assignment 1: summary paper
- Assignment 2: project proposal
- Assignment 3: presentation
- Assignment 4: research project

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Ability to contribute confidently to public discourse on environmental health issues
- knowledge of the variety of professional and academic fields related to environmental health

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Experience in preparing and presenting research project, and in effective communication of the nature of the issue, key findings, considered opinion and recommendations
- Ability to contribute confidently to public discourse on environmental health issues
- broad understanding of environmental health topics
- knowledge of the variety of professional and academic fields related to environmental health

Changes from Previous Offering

There are no changes to GSE819.

Changes since First Published

Date	Description
30/07/2014	only change made is correction of staff consultation room to E7A 704. previous version stated "E7A 702"