



HLTH200

Contemporary Health Issues

S2 Day 2015

Department of Health Professions

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Disclaimer

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General Information

Unit convenor and teaching staff

Lecturer

Dr Melissa Johnstone

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Rm 274, X5B

Student consultation by appointment via email

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit provides an introduction to the multidisciplinary field of health studies. The unit focuses on the social and environmental determinants of health that result in inequalities both between and within countries. Specific topics include the leading causes of mortality and morbidity; impacts of globalisation on health; and how population health is increasingly affected by the natural and man-made environment.

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:

Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally.

Identify the leading causes of death and disability, nationally and globally.

Identify the major determinants of health.

Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.

Make informed opinions about global trends including globalisation and climate change

and their impact on the changing health status of different areas around the world.

Critically analyse academic writings on health issues available through peer-reviewed publications.

Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

General Assessment Information

Assessment/Standards

Macquarie University uses the following grades in coursework units of study:

HD	High Distinction	85-100
D	Distinction	75-84
CR	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy, which is available at: <http://www.mq.edu.au/policy/docs/grading/policy.html>

Further details for each assessment task will be available on iLearn.

All final grades are determined by a grading committee and are not the sole responsibility of the Unit Convenor.

Students will be awarded one of these grades plus a Standardised Numerical Grade (SNG). The SNG is not necessarily a summation of the individual assessment components. The final grade and SNG that are awarded reflect the corresponding grade descriptor in the Grading Policy.

To pass this unit, students must complete all assessments and receive a total mark of at least 50%.

Extensions for Assessment Tasks

Applications for assessment task (including exam) extensions must be submitted via www.ask.mq.edu.au. For further details please refer to the Disruption to Studies Policy available at http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Late Submission of Work

All assignments which are officially received after the due date, and where no extension has been granted by the unit convenor, will incur a deduction of 5% for each day including the actual day on which the work is received. Weekends and public holidays are included. For example:

Final Mark	Raw Mark	Deduction	Days Late	Received	Due Date
50%	e.g. 65%	15%	3	Monday, 17 th	Friday, 14 th

The University **examination period** information is available at http://students.mq.edu.au/student_admin/exams/

The timetable will be available in draft form approximately eight weeks before commencement of the examination period, and in final form approximately four weeks before the commencement of the examinations.

NB: It is Macquarie University policy **not** to set early examinations for individuals or groups of students. **All** students are required to ensure that they are available until the end of the teaching semester, i.e. the final day of the official examination period.

Work commitments, holidays, pre-booked flights etc **are not** accepted by the University as legitimate reasons to miss a scheduled exam. Please don't assume anything about the exam schedule **e.g. the HLTH200 exam was on a Saturday in a previous session.**

Assessment Tasks

Name	Weighting	Due
Quiz 1	10%	Due 28th August 2015
Written Report	25%	Due 28th September 2015
Quiz 2	10%	Due 9th October 2015
Quiz 3	10%	Due 30th October 2015
Final Examination	45%	Exam Period

Quiz 1

Due: **Due 28th August 2015**

Weighting: **10%**

This is the first of three (3) quizzes and will consist of 20 multiple choice questions. The content will be drawn from lectures and associated readings from lectures 1-10.

Due: (week 5) 28th August

On successful completion you will be able to:

- Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally.
- Identify the leading causes of death and disability, nationally and globally.

- Identify the major determinants of health.
- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Written Report

Due: **Due 28th September 2015**

Weighting: **25%**

This assignment requires students to develop a report of no more than 1500 words (excluding the abstract, references or any included figures or tables) on **one** (1) of two topics. Further information is available in the online iLearn space.

Due: (week 8) 28th September

On successful completion you will be able to:

- Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally.
- Identify the leading causes of death and disability, nationally and globally.
- Identify the major determinants of health.
- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.
- Critically analyse academic writings on health issues available through peer-reviewed publications.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Quiz 2

Due: **Due 9th October 2015**

Weighting: **10%**

This is the second of three (3) quizzes and will consist of 20 multiple choice questions. The content will be drawn from lectures and associated readings from lectures 11-23.

Due: (week 9) 9th October

On successful completion you will be able to:

- Define and describe the key terms, agencies and sources of information for current

major health issues, nationally and globally.

- Identify the leading causes of death and disability, nationally and globally.
- Identify the major determinants of health.
- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.

Quiz 3

Due: **Due 30th October 2015**

Weighting: **10%**

This is the third of three (3) quizzes and will consist of 20 multiple choice questions. The content will be drawn from lectures and associated readings from lectures 24-33.

Due: (week 12) 30th October

On successful completion you will be able to:

- Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally.
- Identify the major determinants of health.
- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.

Final Examination

Due: **Exam Period**

Weighting: **45%**

The final examination conducted on campus will cover material from the entire course and will consist of short answer responses and an essay or long response. The exam will represent 45% of your final grade and will be structured so that there are:

- 10 short answer questions – worth a total of 25. Mark value will be indicated for each question and will range from 2-4
- one (1) essay worth 20 marks.

On successful completion you will be able to:

- Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally.

- Identify the leading causes of death and disability, nationally and globally.
- Identify the major determinants of health.
- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.
- Critically analyse academic writings on health issues available through peer-reviewed publications.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Delivery and Resources

About this Unit

HLTH200 *Contemporary Health Issues* provides an introduction to the multidisciplinary field of Health Studies. It provides an in-depth introduction to many of the key public health issues facing contemporary society including health and inequality; infectious and non-communicable diseases; indigenous health; environmental health; and impacts of globalisation on health.

The unit consists of three (**3 x 1 hour**) lectures per week. Assessment is based on three on-line quizzes, one written assignment and a final exam.

Technology

HLTH200 has an online learning space accessed via iLearn.mq.edu.au. You are required to have available appropriate technology e.g. a laptop or a desktop computer and a reliable internet connect to access course content, online assessment tasks and recorded lectures.

Textbooks and Readings

There is no set textbook for the unit. Required readings for lectures are identified on the HLTH200 iLearn page under the relevant weeks. These readings are readily available via the library online catalogue; public access websites (e.g. PLoS Medicine, WHO). The complete list of readings can be found in the *Student Guide to HLTH200* available on the HLTH200 iLearn page. You will get more out of the lectures if you familiarise yourself with the readings in advance. The readings expand upon the key points covered during lectures and will be part of the material covered in the quizzes, the assignment and the exam.

Attendance

All lectures are scheduled in your individual timetable. In most cases lectures are recorded, however, attendance is expected at lectures as this is where the majority of learning occurs. Failure to attend may impact your final results. The structure and content of the lecture program, including related readings, are available in iLearn.

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

Anticipated Workload

This is a 3cp unit. It is generally expected that students will commit about 3 hours per week per credit point in their studies, or a total of approximately 117 hours. Thus, in addition to attending the weekly class for three hours, students are expected to complete appropriate reading, research and other activities equivalent to at least 6 hours per week. You should note that there are peak times of study during the semester when several more hours per week will be required in order to complete the required assignments. Students are advised to consider the due date for all their assessment tasks as these peak times may coincide with similar demands from other units of study.

Activity	Approx. hours per week	Total hours over session
Lectures	3	39
Reading	2	26
Research	1	13
Assessment	3	39
Total	9	117

Unit Schedule

1		Part 1. Health: Key Terms and Areas of Priority
	L1 28 Jul	Introduction to the Unit: What is health?
	L2 28 Jul	Health Priorities in Australia
	L3 30 Jul	The Social Determinants of Health.
2	L4 4 Aug	Inequality, Inequity and the Social Gradient
	L5 4 Aug	Global Health / Globalisation I (RM)
	L6 6 Aug	Global Health / Globalisation II. Case study: The Transnational Tobacco Industry (RM)

3	L7 11 Aug	Measuring Health
	L8 11 Aug	Epidemiology. Case Example: The Australian Longitudinal Study on Women's Health
	L9 13 Aug	Health Promotion
4	L10 18 Aug	Clinical versus Public Health Approaches to Health (Example: Heart Disease).
		Part 2. The Social Determinants of Health
	L11 18 Aug	Health, Socio-Economic Status (SES) and Inequalities I
	L12 20 Aug	Health, Socio-Economic Status (SES) and Inequalities II
5	L11 25 Aug	Gender and Health I
	L13 25 Aug	Gender and health II
	L15 27 Aug	Gender and Health Case Example: Postnatal Depression.
6	L16 1 Sept	Child Health And Development
	L17 1 Sept	Homelessness and Health
	L18 3 Sept	Work and Health
7	L19 8 Sept	Approaches to Indigenous Health Issues
	L20 8 Sept	Racism and Other Determinants of Australian Indigenous Health

	L21 10 Sept	Refugee Health
Mid-semester break		
8	L22 29 Sept	The Social Cure
	L23 29 Sept	Rural Health, Policy and Health Service Use
	L24 1 Oct	Part 3. Selected Health Topics Mental Health
9	L25 6 Oct	Eating Disorders: A Population Approach I
	L26 6 Oct	Eating Disorders: A Population Approach II
	L30 8 Oct	Natural Disasters and Public Health (RI)
10	L28 13 Oct	Man-made Disasters and Public Health (RI)
	L29 13 Oct	Health/Risk Behaviours, I, e.g. Physical Activity and Diet
	L30 15 Oct	Health/Risk Behaviours, II
11	L31 20 Oct	Australian Carers
	L32 20 Oct	Teenage Pregnancy

	L33 22 Oct	Health Challenges in Low Income Populations
12		Part 4: Health Governance
	L34 27 Oct	Health Promotion Case Example: Findings from The Caboolture Mums & Little Ones.
	L35 27 Oct	Health Promotion in Low Income Countries
	L36 29 Oct	Health Governance
13	L37 3 Nov	Using Research to Inform Policy
	L38 3 Nov	Using Research to Inform Policy
	L39 5 Nov	Unit Review

RM = DR Ross Mackenzie; RI = Dr Rabiul Islam

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.

Assessment task

- Final Examination

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.

Assessment tasks

- Quiz 1
- Quiz 2
- Quiz 3
- Final Examination

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally.

- Critically analyse academic writings on health issues available through peer-reviewed publications.

Assessment tasks

- Quiz 1
- Written Report
- Quiz 2
- Quiz 3
- Final Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally.
- Identify the leading causes of death and disability, nationally and globally.
- Identify the major determinants of health.
- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Assessment tasks

- Quiz 1
- Written Report
- Quiz 2
- Quiz 3
- Final Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Identify the major determinants of health.
- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Assessment tasks

- Quiz 1
- Written Report
- Quiz 2
- Final Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally.
- Identify the major determinants of health.
- Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity.
- Make informed opinions about global trends including globalisation and climate change

and their impact on the changing health status of different areas around the world.

- Critically analyse academic writings on health issues available through peer-reviewed publications.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Assessment tasks

- Written Report
- Final Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Assessment tasks

- Written Report
- Final Examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Identify the leading causes of death and disability, nationally and globally.
- Identify the major determinants of health.

- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Assessment tasks

- Quiz 1
- Written Report
- Quiz 2
- Quiz 3
- Final Examination

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Make informed opinions about global trends including globalisation and climate change and their impact on the changing health status of different areas around the world.
- Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention.

Assessment tasks

- Quiz 1
- Written Report
- Quiz 2
- Quiz 3
- Final Examination

Changes from Previous Offering

HLTH200 as offered in S2 2014 has changed from previous years in terms of the assessment. Previous years had a report, an essay and a final exam as the three forms of assessment. To provide students with more feedback, and more immediate feedback, on how well they are grasping the key concepts of the Unit, as well as to provide a greater variety of types of assessment, in S2 2014 the essay assignment is replaced by three (3) online quizzes. Thus the assessment consists of three quizzes, one written report, and a final exam.