



# HLTH200

## Contemporary Health Issues

S2 Day 2017

*Department of Educational Studies*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Unit Schedule</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	7
<a href="#"><u>Graduate Capabilities</u></a>	9
<a href="#"><u>Changes from Previous Offering</u></a>	14

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## General Information

Unit convenor and teaching staff

Lecturer

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Credit points

3

Prerequisites

12cp at 100 level or above

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

Further details for each assessment task (including marking rubrics) will available on iLearn.

### Assessment/Standards

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

GRADE	RANGE	DESCRIPTION
HD	85-100	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.
D	75-84	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.
CR	65-74	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	50-64	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	0-49	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.
FH	49	Student has obtained a raw mark over 50, yet failed all available attempts of at least one hurdle assessment (as described within Schedule 2: Unit Assessment Requirements).

For further information, see [Macquarie University's Assessment Policy](#).

### Assignment Extensions and Late Penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only

be granted if they meet the Disruption to Studies policy and are submitted via [ask.mq.edu.au](http://ask.mq.edu.au). This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Quiz 1</a>	10%	No	8 September, 11.59pm
<a href="#">Written Report</a>	35%	No	6th October, 11.59pm
<a href="#">Quiz 2</a>	10%	No	27 October, 11.59pm
<a href="#">Final Examination</a>	45%	No	Exam Period

### Quiz 1

Due: **8 September, 11.59pm**

Weighting: **10%**

This is the first of two (2) quizzes and will consist of 20 multiple choice questions. Each question will be worth 0.5 marks. The content will be drawn from lectures and associated readings from lectures from Weeks 1 - 5.

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.

## Written Report

Due: **6th October, 11.59pm**

Weighting: **35%**

This assignment requires students to develop a report of no more than 1800 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.

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: **27 October, 11.59pm**

Weighting: **10%**

This is the second of two (2) quizzes and will consist of 20 multiple choice questions. Each question will be worth 0.5 marks. The content will be drawn from lectures and associated readings from Weeks 6-10.

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.

## Final Examination

Due: **Exam Period**

Weighting: **45%**

The final examination conducted on campus will cover material from the entire course and will consist of multiple choice questions and short answer responses. The exam will represent 45% of your final grade, and will have the following structure:

- 60 Multiple choice questions - worth a total of 30 marks. Each question will be worth 0.5 marks each.
- 3 short answer questions – worth a total of 15 marks. Each question will be worth 5 marks each, and answers should be approximately 1 page.

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.

## 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 two on-line quizzes, one written assignment and a final exam.

## Technology

HLTH200 has an online learning space accessed via [iLearn.mq.edu.au](http://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, and some will be pre-recorded. There are often in-class discussions during face-to-face lectures that facilitate learning. It is important to be aware that the recordings do not always pick up the sound of these discussions. 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/>

# Unit Schedule

Please refer to the HLTH200 ilearn space for the lecture schedule.

# 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](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](http://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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).



When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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
- 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
- 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
- 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.
- 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

## **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**

- 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

## **Changes from Previous Offering**

HLTH200 as offered in S2 2017 has changed from previous years in terms of lecture delivery. From 2017, there will be a mixture of face-to-face lectures and pre-recorded lectures and other online learning material. The assessment consists of two quizzes, one written report, and a final exam.