



HSYP805

Disease Prevention and Health Promotion

S2 Block 2017

Department of Health Systems and Population

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Liz Schroeder

liz.schroeder@mq.edu.au

Contact via liz.schroeder@mq.edu.au

75 Talavera Road

Monday/Wednesday 2pm to 6pm - by appointment

Credit points

4

Prerequisites

Admission to MPH

Corequisites

Co-badged status

Unit description

This course examines principles, methods and practices in disease prevention and health promotion, including planning and evaluating public health programs. Students will learn to differentiate among key planning and evaluation concepts and discuss the roles of stakeholders in the process. They will learn that disease prevention and health promotion are about empowering individuals and populations to have control over, and make informed decisions about, their health; providing supportive social, economic and physical environments through diverse but complementary strategies; working in collaboration with a wide range of sectors; enabling individuals to take control over the determinants of health; and equipping systems and sectors to address the social determinants of health.

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:

- Identify and discuss the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery
- Analyse and compare relevant theories and models to the application of health

promotion strategies to address a health problem within a specific population/community
Design a key element of a comprehensive population disease prevention strategy (such as, a component of an immunisation, screening, contact tracing, surveillance, counselling or risk communication activity)

Assess the relative merits including suitability to target group and resource requirements of alternative disease prevention measures such as education, immunisation, incentives, legislation, policies, standards and screening

Apply skills in analysis and critical thinking to identify evidence-based initiatives to effectively address and quality assure a health problem within a specific population/community

Develop appropriate documents to effect policy change relevant to disease prevention and health promotion

General Assessment Information

Information concerning Macquarie University's assessment policy is available at http://mq.edu.au/policy/docs/assessment/policy_2016.html. Grade descriptors and other information concerning grading requirements are contained in Schedule 1 of the Macquarie University Assessment Policy.

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes and attempt all assessment tasks.

Further details for each assessment task will be available on iLearn, including marking rubrics.

All final grades in the department of Health Systems and Populations 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 Schedule 1 of the Assessment Policy.

Extensions for Assessment tasks

Applications for assessment task extensions must be submitted via www.ask.mq.edu.au. For further details please refer to the Disruption to Studies Policy available at http://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 course convenor or tutor, will incur a deduction of 10% for the first day, and 10% for each subsequent day including the actual day on which the work is received. Weekends and public holidays are included. For example:

Due date	Received	Days late	Deduction	Raw mark	Final mark
Friday 14th	Monday 17th	3	30%	75%	45%

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Quiz with short answers</u>	20%	No	Week 3 & 6
<u>Group presentation</u>	40%	No	Week 9
<u>Written assignment</u>	40%	No	Week 12

Quiz with short answers

Due: **Week 3 & 6**

Weighting: **20%**

Textbook based quiz and short answer questions, supported with online learning activities

Weighting: 10% (week 3) & 10% (week 6)

On successful completion you will be able to:

- Identify and discuss the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery
- Analyse and compare relevant theories and models to the application of health promotion strategies to address a health problem within a specific population/community
- Design a key element of a comprehensive population disease prevention strategy (such as, a component of an immunisation, screening, contact tracing, surveillance, counselling or risk communication activity)
- Assess the relative merits including suitability to target group and resource requirements of alternative disease prevention measures such as education, immunisation, incentives, legislation, policies, standards and screening

Group presentation

Due: **Week 9**

Weighting: **40%**

Group activity

Weighting: 30% presentation, 10% peer review for presentation

On successful completion you will be able to:

- Identify and discuss the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery
- Analyse and compare relevant theories and models to the application of health promotion strategies to address a health problem within a specific population/community
- Design a key element of a comprehensive population disease prevention strategy (such as, a component of an immunisation, screening, contact tracing, surveillance, counselling or risk communication activity)
- Apply skills in analysis and critical thinking to identify evidence-based initiatives to effectively address and quality assure a health problem within a specific population/community
- Develop appropriate documents to effect policy change relevant to disease prevention and health promotion

Written assignment

Due: **Week 12**

Weighting: **40%**

Program Evaluation

On successful completion you will be able to:

- Assess the relative merits including suitability to target group and resource requirements of alternative disease prevention measures such as education, immunisation, incentives, legislation, policies, standards and screening
- Apply skills in analysis and critical thinking to identify evidence-based initiatives to effectively address and quality assure a health problem within a specific population/community
- Develop appropriate documents to effect policy change relevant to disease prevention and health promotion

Delivery and Resources

Unit Organisation

This is a four credit point unit run over a 13 week session. There are lectures, tutorials and full day workshops. Further information is available via the HSY805 online Learning Management System (LMS) iLearn <http://ilearn.mq.edu.au>

Attendance

All lectures and tutorials are scheduled in your individual timetable. Attendance is expected at both lectures and tutorials, as this is where the majority of learning occurs, in most cases lectures are recorded. Failure to attend may impact your final results. It is the responsibility of the student to contact their tutor by email to inform tutors if they are going to be absent. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>.

Reading preparation

The readings for each tutorial will be listed in the tutorial worksheets available on ilearn. For readings that are journal articles available electronically through the library it is your responsibility to find and download these. For readings that are chapters from a textbook and meet copyright restrictions they will be available on e-reserve as a PDF.

Technology and equipment

On-campus

Teaching rooms are equipped with state of art audio-visual and ICT equipment including iPads, internet connection, high quality video cameras and multiple LCD screens.

Off-campus

To study optimally when off campus you will need to have access to a reliable internet connection to retrieve unit information & at times to submit assessment tasks via iLearn.

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_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

Disruption to Studies Policy (in effect until Dec 4th, 2017): 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/

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://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

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

- Analyse and compare relevant theories and models to the application of health promotion strategies to address a health problem within a specific population/community
- Apply skills in analysis and critical thinking to identify evidence-based initiatives to effectively address and quality assure a health problem within a specific population/community

Assessment task

- Written assignment

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

- Identify and discuss the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery
- Analyse and compare relevant theories and models to the application of health promotion strategies to address a health problem within a specific population/community
- Design a key element of a comprehensive population disease prevention strategy (such as, a component of an immunisation, screening, contact tracing, surveillance, counselling or risk communication activity)
- Assess the relative merits including suitability to target group and resource requirements of alternative disease prevention measures such as education, immunisation, incentives, legislation, policies, standards and screening
- Develop appropriate documents to effect policy change relevant to disease prevention and health promotion

Assessment tasks

- Quiz with short answers
- Written assignment

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

- Identify and discuss the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery
- Design a key element of a comprehensive population disease prevention strategy (such as, a component of an immunisation, screening, contact tracing, surveillance, counselling or risk communication activity)
- Assess the relative merits including suitability to target group and resource requirements of alternative disease prevention measures such as education, immunisation, incentives, legislation, policies, standards and screening
- Apply skills in analysis and critical thinking to identify evidence-based initiatives to effectively address and quality assure a health problem within a specific population/ community

Assessment task

- Quiz with short answers

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

- Design a key element of a comprehensive population disease prevention strategy (such as, a component of an immunisation, screening, contact tracing, surveillance, counselling or risk communication activity)
- Apply skills in analysis and critical thinking to identify evidence-based initiatives to effectively address and quality assure a health problem within a specific population/ community
- Develop appropriate documents to effect policy change relevant to disease prevention and health promotion

Assessment task

- Group presentation

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 outcome

- Design a key element of a comprehensive population disease prevention strategy (such as, a component of an immunisation, screening, contact tracing, surveillance, counselling or risk communication activity)

Assessment task

- Group presentation

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

- Design a key element of a comprehensive population disease prevention strategy (such as, a component of an immunisation, screening, contact tracing, surveillance, counselling or risk communication activity)
- Apply skills in analysis and critical thinking to identify evidence-based initiatives to effectively address and quality assure a health problem within a specific population/ community

Assessment tasks

- Group presentation
- Written assignment

Changes since First Published

Date	Description
18/07/2017	Student presentations assessment is amended to week 9 (from week 10), to allow sufficient time to prepare for the next assessment.