



# ENVG350

## Geographies of Health

S1 External 2014

*Dept of Environment & Geography*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kristian Ruming

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Contact via [kristian.ruming@mq.edu.au](mailto:kristian.ruming@mq.edu.au)

Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

This unit explores the relationships between population, human health and the environment. Taking an ecological approach it investigates the impacts of the biophysical, social, economic and political environments on health, and the resulting geographies of infectious and degenerative disease in both developed and developing societies.

## 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:

Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)

Understand the basic concepts, definitions, datasets and measures used in health geography. (Learning Outcome 2)

Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.) (Learning Outcome 3)

Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Group Tutorial Paper</u></a>	10%	Tutorial Week 5 (1 or 3 April)
<a href="#"><u>Written Assignment</u></a>	30%	2 May OR 16 May
<a href="#"><u>Individual Tutorial Paper</u></a>	15%	Tutorials Weeks 10 or 11
<a href="#"><u>Tutorial Participation</u></a>	5%	Weeks 2, 4, 6, 8 & 9
<a href="#"><u>Examination</u></a>	40%	Examination Period

### Group Tutorial Paper

Due: **Tutorial Week 5 (1 or 3 April)**

Weighting: **10%**

#### Word length:

Internal: 10 pages per group (approx 2,000 words) plus presentation

External: 4 pages (approx 750 words)

#### Submission (internal students):

Hard copy of reports submitted in tutorials (no Turnitin)

PowerPoints to be emailed to Kristian by 9am on morning of tutorial

Copy of report also needs to be emailed to Kristian by 5pm Thursday 3 April

#### Submission (external students):

Email report to Kristian by 5pm Thursday 3 April (do not submit to COE)

**Internal Students** will form small groups (3-4 people) in the tutorials in Week 2.

**External Students** are expected to write smaller individual reports and not expected to present their findings.

**Scenario:** Your team has been tasked with identifying and evaluating health related data available on the internet. You are required to write a short report for your managers. In your report you should include:

- Outline of organisation and research area
- Overview of relevant data sources and data

- Examples of data relevant to work area
- Brief analysis of data and outline of policy implications
- Issues associated with data from the internet

**Organisation:** As a group you should agree what organisation you will work for. Example organisations/departments include:

- Local Councils
- NSW Department of Health
- NSW Department of Health, Area Health Services
- Other State Government Agencies (Department of Planning)
- Federal Department of Health and Ageing
- Federal Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)
- Health Promotion Groups (eg Cancer Council, Diabetes Australia)
- Local Community Groups
- Non-Government Organisation / Advocacy group

Note: each group will be interested in a **different type/scale of data** and your report should reflect this.

**Research area:** If you like you can narrow your data review to a specific health issue. Examples include:

- Cancer
- Hospital admissions
- Smoking
- Life expectancy
- Many, many others!

Each member of the group will receive the same mark for this assessment.

Groups are to present their findings/report to their tutorial class in Week 5.

All tutorial papers and presentation slides will be placed on ilearn for other students to access – names and other identifiers will be removed!

On successful completion you will be able to:

- Understand the basic concepts, definitions, datasets and measures used in health geography. (Learning Outcome 2)
- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.) (Learning Outcome 3)
- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## Written Assignment

Due: **2 May OR 16 May**

Weighting: **30%**

Students have two options to choose from. Students must indicate which written assignment they intend to complete in the tutorial in Week 3. External students should email their selection to Kristian.

### **Option 1: Essay Assignment – Urban and rural/remote health**

**Date due: 9am Friday 2 May (Week 7)**

**Word length:** 3,000 words

#### **Submission (internal students):**

Hard copy of report submitted to Science Centre by 9am

Report must be submitted to Turnitin before 9am

**Submission (external students):**

Essay to be submitted to COE

Essay must be submitted to Turnitin before 9am

**Topic:** *“People who live in rural and remote areas generally have poorer health than their major city counterparts, reflected in their higher levels of mortality, disease and health risk factors.”*

**Critically discuss** this statement with reference to contemporary geographical variations in health status in Australia. What are the **drivers** and **outcomes** of these geographical variations? What interventions or programs have been/could be initiated to **address** these contrasting health profiles?

Good illustrative data and analysis on geographical variations in population health are available from:

- Public Health Information Development Unit <http://www.publichealth.gov.au>
- NSW Ministry of Health, *2012 Chief Health Officer’s Report: The Health of Aboriginal People of New South Wales* <http://www.health.nsw.gov.au/publications/Publications/Aboriginal-Health-CHO-report.pdf>
- Health Statistics NSW: <http://www.healthstats.nsw.gov.au/>
- The Australian Institute of Health and Welfare <http://www.aihw.gov.au>

Student should read widely to inform their discussion. The readings provided for Week 7 provide a good starting point.

A grading rubric is provided on the ENVG350 ilearn page.

## **Option 2: Research Project – World Health Organisation**

**Date due:** 9am Friday 16 May (Week 9)

**Word length:** 3,000 words (plus tables, maps and graphs)

**Submission (internal students):**

Hard copy of report submitted to Science Centre by 9am

Report must be submitted to Turnitin before 9am

**Submission (external students):**

Report to be submitted to COE

Report must be submitted to Turnitin before 9am

### **Project Brief**

You have been employed by the World Health Organisation (WHO) as a consultant to prepare a report looking at the health characteristics and drivers of health differentials in parts of the Developing World. The WHO is interested in looking in detail at a series of countries from each of Asia/Pacific, Africa and Latin America. The WHO has requested that national health profiles be placed within the context of the demographic/economic/social/cultural/political/ environmental characteristics of the case study countries and their region. Finally, the WHO want a review of some of the current policies addressing the poor health of the case study countries and suggestions for new policy and health initiatives at a number of scales.

Countries of interest identified by the WHO are:

#### **Africa**

#### **Latin America**

#### **Asia/Pacific**

- Somalia
- Venezuela
- Vietnam
- Niger
- Ecuador
- Sri Lanka
- Mozambique
- Honduras
- Samoa

### **Report**

For your report you need to **select two case study countries from different continents** identified by the WHO (e.g. Somalia and Honduras, Ecuador and Sri Lanka, or Vietnam and Mozambique).

Your report should contain the following (the exact structure of the report is up to you):

#### 1) Country Profiles

Provide a brief demographic, social, cultural, economic overview of each country. This section should identify similarities and differences between the case study country and its regional (e.g. continent) and global context. Similarities and differences between the case study countries should also be identified. Data covered in this section should be used to highlight issues related to the health characteristics of the case study countries (part 3). This section should include

relevant graphs, tables and maps.

## 2) Overview of Major Health Issues

Drawing on data from a variety of global organisations your reports should identify and define the major health issues and their causes. It will be impossible to cover all health issues. Choose the data related to health issues where there is a significant difference between the case study countries or where there is a significant difference between the case study countries and other countries in their region. This section should include relevant graphs, tables and maps.

## 3) Analysis of Determinants of Major Health Issues

For each of the case study countries provide a brief analysis/discussion of the **causes** of the major health issues. This section should draw together the data covered in sections 1 and 2. This section should draw on academic literature surrounding social determinants of health and health issues in developing countries (see ENVG350 reference list).

## 4) Responses and Programs Addressing Major Health Issues

Outline any programmes, policies or services that have been, or are being, implemented by government and/or non-government organisations to address health issues. Building on your analysis of the major health issues this section could suggest new policies/programs/initiatives which could be introduced address the major health issues experienced by these countries. Such suggestions should be realistic.

The report should also have a clear introduction and conclusion outlining the purpose and findings of the report. Academic/journal references are required for this report (do not just use reports from international organisations). Do not "cut-and-paste" from internet sources.

### Data

Data for this report can be collected from a number of online sources including (but not limited to):

- The US Global Health Policy web page: <http://www.globalhealthfacts.org/> (the 'create a custom data set' option is particularly useful)
- The WHO data and statistics web page: <http://www.who.int/research/en/>
- Population Reference Bureau, Data Finder web page: <http://www.prb.org/DataFinder.aspx>
- 2013 World Population Data Sheet (ilearn)

Assessment of the report will take into account:

- the organisation of the report (i.e. physical presentation, structure and style, use of supporting information in tables, graphs and statistical maps)
- demonstration of your understanding of how spatial dimensions of populations and environments interact to produce distributions and patterns of morbidity and mortality.
- depth in research beyond the obvious WHO/UN reports and websites - use additional supporting research material, journal articles and reports.



- evidence of your knowledge of the concepts of health and disease as well as health geography materials and methods (such as the nature of statistical data collections, uses and presentations).

This assignment will be covered in detail during the tutorial in Week 7.

Intended Learning Outcomes of Essay Assignment and Research Project:

- improved ability to locate printed and electronic material relevant to the topics
- improved problem solving ability
- improved ability to evaluate competing arguments
- enhanced written communication and presentation skills
- familiarity and critical understanding of contemporary population health issues

A grading rubric is provided on the ENVG350 Ilearn page.

On successful completion you will be able to:

- Appreciate how most aspects of human health and disease have important geographical

dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)

- Understand the basic concepts, definitions, datasets and measures used in health geography. (Learning Outcome 2)
- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.) (Learning Outcome 3)
- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## Individual Tutorial Paper

Due: **Tutorials Weeks 10 or 11**

Weighting: **15%**

Students have two options to choose from. Students must indicate which individual tutorial paper they intend to complete in the tutorial in Week 3. External students should email their selection to Kristian.

### **Option 1: Climate Change Tutorial Paper**

**Date due:** Tutorial – Week 10 (Tuesday 20 May or Thursday 22 May)

**Word length:** 1,500 words (plus copy of PowerPoint presentation for internal students)

#### **Submission (internal students):**

Hard copy of reports submitted in tutorials (no Turnitin)

PowerPoints to be emailed to Kristian by 9am on morning of tutorial

Copy of report also needs to be emailed to Kristian by 5pm Thursday 22 May

#### **Submission (external students):**

Email report to Kristian by 5pm Thursday 22 May (do not submit to COE)

**Topic:** Climate change is arguably the biggest issue facing modern society. Climate change is expected to have a significant impact on number of different sectors of our society: economic, social, political, environmental and cultural. One of the major areas of concern is associated with human health in both the developed and developing regions.

You are required to prepare a short report outlining recent media coverage of the health impacts of climate change. Your report should have a clear theme. Examples include:

- Climate change and health in developing countries
- Climate change and health in cities
- Climate change and the impact of vector borne diseases

- Climate change and infectious disease
- Climate change and international policy responses (emphasis on human health)
- Geography of climate change and health risk (are some areas more vulnerable than others?)
- Climate change and health in ... the Pacific, South East Asia, Europe, Africa
- Many more.

In writing your report you should identify at least 5 newspaper articles outlining health issues influenced by climate change. Your report should include the following:

- i. a short summary of each newspaper article
- ii. a synthesis of how the articles relate together and to other material you are familiar with (e.g. lecture material/government reports/etc.)
- iii. an outline of how policy (at various levels) can respond to the issues raised.

Students should supplement their newspaper analysis with academic publications, government and non-government organisation publications where appropriate.

Students will be required to present a short – 2 minute – overview of their findings/position in the tutorial in Week 10. The tutorial discussions will synthesise the main issues. Students should prepare 4 or 5 bullet points to help their presentation.

All **presentations** need to be emailed to Kristian prior to **9am** on the day of your tutorial to facilitate a smooth transition between presentations in the tutorial. A hard copy of your profile is to be submitted in your tutorial. In addition, your profile should be emailed to Kristian. This is a requirement of the assessment task. All tutorial papers will be placed on Ilearn for other students to access – names and other identifiers will be removed!

**External students:** are required to email Kristian their report by **Thursday 22 May**.

## Option 2: Health and Ageing Tutorial Paper

**Date due:** Tutorial – Week 11 (Tuesday 27 May or Thursday 29 May)

**Word length:** 1,500 words (plus copy of PowerPoint presentation for internal students)

### Submission (internal students):

Hard copy of reports submitted in tutorials (no Turnitin)

PowerPoints to be emailed to Kristian by 9am on morning of tutorial

Copy of report also needs to be emailed to Kristian by 5pm Thursday 29 May

### Submission (external students):

Email report to Kristian by 5pm Thursday 29 May (do not submit to COE)

**Topic:** In Week 3 each student (who chooses to complete this paper) will be allocated to a side of the ageing priorities debate:

- Health Issues facing young people are the most important in Australia
- Health Issues facing older people are the most important in Australia

Importantly, the position you are allocated may not align with your own personal beliefs!

You will be required to prepare a short report supporting your position. In writing your report you should identify at least 5 newspaper articles outlining health issues associated with either older or youth sections of the community. You should consider looking for issues at a variety of *scales* (nation, state, local). Your report should include the following:

- i. a short summary of each newspaper article
- ii. a synthesis of how the articles relate together and to other material you are familiar with (e.g. lecture material/government reports/etc.)
- iii. an outline of how policy (at various levels) can respond to the issues raised.

Students should supplement their newspaper analysis with academic publications, government and non-government organisation publications where appropriate.

Students will be required to present a short – 2 minute – overview of their findings/position in the tutorial in Week 11. The tutorial will centre on prioritising health planning and budgeting. Students should prepare 4 or 5 bullet points to help their presentation.

In addition to submitting the paper in your Week 11 tutorial, all students are required to **email** their paper to **Kristian** by **Thursday 29 May**. This is a requirement of the assessment. All tutorial papers will be placed on ilearn for other students to access – names and other identifiers will be removed!

**External students:** are required to email Kristian their report by **Thursday 29 May**.

On successful completion you will be able to:

- Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)
- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## Tutorial Participation

Due: **Weeks 2, 4, 6, 8 & 9**

Weighting: **5%**

A series of tasks will be completed in tutorials in Weeks 2, 4, 6, 8 & 9. Students who complete these tasks will receive 1 mark per week.

**Internal students** are required to submit their task in their tutorial in these weeks.

**External students** are required to email their tasks to Kristian by the Thursdays of Weeks 2, 4, 6, 8 & 9. The tutorial tasks will be posted on ilearn 1 week before they are due.

On successful completion you will be able to:

- Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)
- Understand the basic concepts, definitions, datasets and measures used in health geography. (Learning Outcome 2)
- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.) (Learning Outcome 3)

- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## Examination

Due: **Examination Period**

Weighting: **40%**

A two hour examination will be held in the examination period at the end of session. Students will be required to complete **two essays** based on the lecture and tutorial program. Students will be given the opportunity to select the essay topics from six options. Previous examination papers are available from the Library.

On successful completion you will be able to:

- Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)
- Understand the basic concepts, definitions, datasets and measures used in health geography. (Learning Outcome 2)
- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.) (Learning Outcome 3)
- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## Delivery and Resources

### Submitting your assignments

Your **written assignment** (Essay Assignment or Research Project) must be submitted on (or before) 9.00am on the due date listed. Prior to submitting a hardcopy of your assignment you are required upload your assignment to Turnitin. **All written assignments (not tutorial papers) must be submitted to Turnitin.** A link for each written assignment is available on the ENVG350 ilearn page.

**For Internal students** written assignments must be delivered to the ENVG350 assignment box located in the reception area of the Faculty of Science Student Centre (E7A102). The Faculty of Science Student Centre is on the ground floor at the western end of building E7A, and opens from 9.00am to 5.00pm on Monday to Friday. Your assignment must be submitted with a Cover Sheet (available from ENVG350 ilearn page). Internal students must complete all the details on the Cover Sheet and sign the declaration regarding academic honesty that is part of the cover sheet. The after hours submission box located at the entrance to E7A is cleared daily at 9.00am, so placing assignments in this box after the due date will incur a late penalty unless previously approved by the unit convener. You must attach a copy of the email approval or medical certificates to justify any late submission. Tutorial assignments are to be submitted in class and emailed to

Kristian (Kristian.ruming@mq.edu.au).

**For External students** written assignments must be delivered to the Centre for Open Education either in the folders supplied or via COE's electronic submission system. In both cases, you must complete and authorise/sign the declaration regarding academic honesty. Tutorial assignments are to be emailed to Kristian (Kristian.ruming@mq.edu.au).

**All students** must keep a clean electronic copy of their assignments.

**Late penalties:** Please note that the penalty for late submission of assignments is 10% per day or part thereof, calculated from 9:00am on the due date listed.

**Extension requests:** Circumstances that affect your ability to complete assignments by the due date must be discussed with Kristian. Appropriate supporting documentation may be required. Ensure that this is done before the due date.

### Technology used and required

ENVG350 makes extensive use of web-based teaching support using the ilearn online Learning System. Access to the Internet and regular access to the unit's ilearn website is essential in ENVG350.

### Changes made to this unit from 2013

A number of changes have been made to the assessment structure of ENVG350 for 2014. Revised in 2014 are the tasks associated with tutorial participation. These changes reflect student feedback from previous years. In addition, the topic for the research project is new. The structure and content of the unit has also been updated.

## Unit Schedule

Wk	Date	Lecture Topic	Date	Tutorial	Assessment
1	4 March	Introduction to the unit and overview of health geography	4 or 6 March	No tutorial	
		<b>Module One: Theorising Geography and Health</b>			
2	11 March	Data used in health geography / Measuring population health	11 or 13 March	Discussion - Overview of medical/health geography ( <b>mark tutorial participation</b> )	<p><i>- form groups for tutorial paper</i></p> <p><i>- indicate Written Assignment preference</i></p> <p><i>- indicate Individual Tutorial Paper preference</i></p>

3	18 March	Evolving concepts of health and disease	18 or 20 March	Using Health Data - Web resources and group work	- allocate side of debate for Tutorial Paper 2 (option 2)
4	25 March	Social determinants of health	25 or 27 March	Group Work – The social determinants of health ( <i>I mark tutorial participation</i> )	
5	1 April	Strategies to reduce social inequalities in health	1 or 3 April	Tutorial Presentations	<b>Assessment One:</b> Group tutorial Paper (10%)
6	8 April	Place and Health	8 or 10 April	Discussion – “Place” effects on health ( <i>I mark tutorial participation</i> )	
<b>Module Two: Geographies of Health</b>					
7	29 April	Rural Health Issues / Health of Cities	29 April or 1 May	Assessment tasks	<b>Assessment Two, Option 1:</b> Essay assignment (30%)
8	6 May	Planning for Healthy Cities	6 or 8 May	Group Work - Place based responses to health ( <i>I mark tutorial participation</i> )	
9	13 May	Health in the Developing World and Health in the Developed World	13 or 15 May	Group Work - Global Health Issues ( <i>I mark tutorial participation</i> )	<b>Assessment Two, Option 2:</b> Research Project report (30%)
<b>Module Three: International Health Geographies</b>					
10	20 May	The Environment, Climate Change and Health	20 or 22 May	Tutorial Presentations – Climate Change and Health	<b>Assessment Three, Option 1:</b> Climate Change Tutorial Paper (20%)
11	27 May	Age and Health	27 or 29 May	Tutorial Presentations / Class debate – Youth vs Aged Health Priorities	<b>Assessment Three, Option 2:</b> Health and Ageing Tutorial Paper (20%)
<b>Module Four: Australian Health Geographies</b>					
12	3 June	Indigenous Health	3 or 5 June	Discussion – Indigenous Health	
13	10 June	Drawing together Geographies of Health (& exam review)	10 June	Subject review	

## 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.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](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](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/](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](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://informatics.mq.edu.au/hel>

p/.

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

### 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

- Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)
- Understand the basic concepts, definitions, datasets and measures used in health geography. (Learning Outcome 2)
- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.) (Learning Outcome 3)
- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

### Assessment tasks

- Written Assignment
- Tutorial Participation
- 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**

- Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)
- Understand the basic concepts, definitions, datasets and measures used in health geography. (Learning Outcome 2)
- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.) (Learning Outcome 3)
- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## **Assessment tasks**

- Group Tutorial Paper
- Written Assignment
- Individual Tutorial Paper
- Tutorial Participation
- 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**

- Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)
- Understand the basic concepts, definitions, datasets and measures used in health geography. (Learning Outcome 2)
- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design,

quantitative data analysis, statistical mapping, report writing and presentations, etc.)  
(Learning Outcome 3)

- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## **Assessment tasks**

- Group Tutorial Paper
- Written Assignment
- Individual Tutorial Paper
- Tutorial Participation

## **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**

- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.)  
(Learning Outcome 3)

## **Assessment tasks**

- Written Assignment
- Tutorial Participation

## **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 outcome**

- Be familiar and competent with the key research methods used in health geography (e.g. bibliographic searching, accessing population and health databases, research design, quantitative data analysis, statistical mapping, report writing and presentations, etc.)

(Learning Outcome 3)

## Assessment tasks

- Group Tutorial Paper
- Written Assignment
- Individual Tutorial Paper
- Tutorial Participation
- 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

- Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)
- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## Assessment tasks

- Written Assignment
- Individual Tutorial Paper

## 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

- Appreciate how most aspects of human health and disease have important geographical dimensions and of the multiple factors that affect health levels in populations. (Learning Outcome 1)

- Be aware of the complex political and policy drivers of health and responses to issues operating at multiple scales. (Learning Outcome 4)

## **Assessment tasks**

- Written Assignment
- Individual Tutorial Paper