



# HLTH200

## Contemporary Health Issues

S2 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff  
Convenor and Lecturer  
Melissa Johnstone  
[melissa.johnstone@mq.edu.au](mailto:melissa.johnstone@mq.edu.au)  
Contact via [melissa.johnstone@mq.edu.au](mailto:melissa.johnstone@mq.edu.au)  
Room 265 29 WW - X5B  
by appointment

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:

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
3. Identify the major determinants of health
4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
5. 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

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

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

## **General Assessment Information**

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

### **Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or

misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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.

### **Requesting a re-assessment of an assignment**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

### **Units with Quiz Assessments**

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

### **University policy on grading**

## Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

### Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight 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 discipline.
D (Distinction)	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 in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	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 discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	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 discipline.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

## Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the

following sessions and may impact on your progression through the degree.

## 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](#).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Quiz 1</a>	10%	No	06/09/19
<a href="#">Written report</a>	35%	No	04/10/19
<a href="#">Quiz 2</a>	10%	No	25/10/19
<a href="#">Final examination</a>	45%	No	Exam period S2 2019

### Quiz 1

Due: **06/09/19**

Weighting: **10%**

This online quiz 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.

You have 30 minutes only to complete the quiz. You only have one attempt. You cannot pause the quiz or return to previous questions.

The quiz will be made available 2 days before the deadline for submission.

Each student will receive 20 randomly selected questions from a bank of questions. The response choices will also be in a random order.

No student's quiz will look the same as any other student's quiz. The quiz must be completed by each student individually.

On successful completion you will be able to:

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

## Written report

Due: **04/10/19**

Weighting: **35%**

The report is 1,800 word written task.

You can select one out two topic options.

It is important to read the detailed instructions in the assessment section of the detailed Unit Outline on iLearn before you begin researching and writing your report.

On successful completion you will be able to:

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
- 5. 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
- 6. Critically analyse academic writings on health issues available through peer-reviewed publications
- 7. Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention

## Quiz 2

Due: **25/10/19**

Weighting: **10%**

This online quiz 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 6-10.

You have 30 minutes only to complete the quiz. You only have one attempt. You cannot pause the quiz or return to previous questions.

The quiz will be made available 2 days before the deadline for submission.

Each student will receive 20 randomly selected questions from a bank of questions. The response choices will also be in a random order.

No student's quiz will look the same as any other student's quiz. The quiz must be completed by each student individually.

On successful completion you will be able to:

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

## Final examination

Due: **Exam period S2 2019**

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.

It will be a two (2) hour exam with 10 minute reading time.

It will consist of 60 multiple choice questions worth a total of 30 marks (each question will be worth 0.5 marks) and three (3) short answer questions worth a total of 15 marks (each question will be worth 5 marks). Answers should be approximately 1 to 1.5 pages each.

The exam will take place during the official Macquarie University examination period for S2, 2019.

On successful completion you will be able to:

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
- 3. Identify the major determinants of health
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
- 5. 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
- 6. Critically analyse academic writings on health issues available through peer-reviewed publications
- 7. Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention

## Delivery and Resources

**Required and recommended texts**



HLTH200 has a required online text:

Johnstone, Melissa. (2018). Contemporary Health Issues. 1st ed. Toronto, Ontario: Top Hat. <https://tophat.com/>

Go to this link to purchase the book:

<https://app.tophat.com/e/561771>.

The total cost of the text is \$60 AUD (at time of publication of this Unit Guide)

### **Other readings**

Please see the section Overview of the Weekly Content and Program for HLTH200 in the detailed Unit Outline on iLearn for the required readings.

### **Information about the unit iLearn site**

#### **This unit has a full web presence through iLearn.**

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Overview of the Weekly Content Program for HLTH200 in the detailed Unit Outline document on iLearn. Please check the iLearn unit regularly.

### **Lectures**

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

### **Access and technical assistance**

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

### Structure

The unit comprises two one-hour lectures and a one-hour Research Task. The Research Task takes the place of the second lecture each week and is **online only**. The two lectures are a mixture of pre-recorded and 'live' lectures. The latter will also be recorded. Lectures will be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

The weekly Research Task is a skills building and content enhancing tool for your development. You will be asked to read specific material, to write specific material and to view the sample answer. The Research Task is not assessed. **However**, the materials presented to you in the Research Task **may form part of what is tested** in the online quizzes and the final examination. **All materials from lectures and readings** are possibly tested in the online quizzes and the final examination.

Students are required to read all weekly readings which are outlined in section called Overview of the Weekly Content and Program for HLTH200 in the detailed Unit Outline available on iLearn.

## Unit Schedule

Topics include, but are not limited to, the following:

What is health? Health priorities

Social Determinants of Health

Measuring health

Inequalities, inequities, the Social Gradient

Socio-economic status (SES) and inequalities

Global health challenges and discrepancies

Epidemiology

The health of Aboriginal and Torres Strait Islander peoples

Health promotion

Rural health

Mental health/mental health literacy

Gender - health of young people

Physical activity, eating disorders

Child health

The Social Cure

Global health, globalisation

Climate change and health

Natural and man-made disasters

Health promotion in low income countries

Policy development

Health governance

Wicked problems

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Unit Expectations

- Students are expected to read weekly readings before completing tasks
- Students are expected to listen/attend weekly lectures before completing tasks

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

## Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 outcomes

- 5. 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
- 7. Describe a major health issue in terms of its size, nature, determinants and opportunities for prevention

#### Assessment tasks

- Written report
- 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

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
- 3. Identify the major determinants of health
- 4. Critically analyse the political, biological, socio-economic and environmental contexts

of the leading causes of mortality and morbidity

- 5. 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
- 6. Critically analyse academic writings on health issues available through peer-reviewed publications
- 7. 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

## **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**

- 2 Identify the leading causes of death and disability, nationally and globally
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
- 5. 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**

- Written report

## **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**

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
- 3. Identify the major determinants of health
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
- 5. 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
- 6. Critically analyse academic writings on health issues available through peer-reviewed publications
- 7. 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**

- 2 Identify the leading causes of death and disability, nationally and globally
- 3. Identify the major determinants of health
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity

- 5. 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
- 6. Critically analyse academic writings on health issues available through peer-reviewed publications
- 7. 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**

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
- 3. Identify the major determinants of health
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
- 5. 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
- 6. Critically analyse academic writings on health issues available through peer-reviewed publications
- 7. 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

## 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

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
- 3. Identify the major determinants of health
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
- 5. 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
- 6. Critically analyse academic writings on health issues available through peer-reviewed publications
- 7. 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**

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
- 3. Identify the major determinants of health
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
- 5. 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
- 6. Critically analyse academic writings on health issues available through peer-reviewed publications

### **Assessment tasks**

- Written report
- 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**

- 1 Define and describe the key terms, agencies and sources of information for current major health issues, nationally and globally
- 2 Identify the leading causes of death and disability, nationally and globally
- 3. Identify the major determinants of health
- 4. Critically analyse the political, biological, socio-economic and environmental contexts of the leading causes of mortality and morbidity
- 5. 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

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

## Assessment tasks

- Written report
- Final examination

## Changes from Previous Offering

The weekly Research Task (RT) is offered in the space of the second of three weekly lectures. It is online only.

- The RT for each week is there to help you build your research, analysis, reflection and writing skills.
- Each task will expose you to a contemporary health issue.
- It is available only online, so that you can do it at a time that suits you that week.
- The RT is **not** part of your assessment.
- The academic materials such as journal articles, reports and other official documents, **may be examined** in the quizzes and in the final exam.
- You do not need to read each source extensively. Generally the instructions will tell you which sections you need to read.
- It is your opportunity to actively engage with new material. The exercises help you build skills in report writing, reflective thinking, writing and critical thinking.
- You cannot be 'wrong' in these exercises. After you complete each task you can look at a sample answer. These answers are not perfect. They may help your broaden your thinking or enhancing your writing.