



# HSYP803

## Biological, Environmental, Social and Behavioural Determinants of Health

S1 Block 2018

*Medicine and Health Sciences Faculty level units*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

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75 Talavera Road

By appointment

Credit points

4

Prerequisites

Admission to MPH

Corequisites

Co-badged status

Unit description

This unit examines the fundamental determinants of health by way of two detailed modules. In the first module, students will learn about social, behavioral and structural determinants of health. The second module of study will introduce the student to biological concepts and environmental factors that impact health status. The Unit will utilise case studies that focus on modern and future challenges to public health to aid students in the development of conceptual and practical knowledge.

## 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 describe environmental determinants and risk factors to health in given communities and populations.

Critique the evidence used to assess health consequences of exposure including epidemiology, toxicology and risk assessment.

Integrate preventive approaches in the resolution of environmental public health problems.

Identify and comment on the social and behavioural factors, and vulnerability characteristics, that affect health of individuals and populations.

Articulate the needs of vulnerable populations based on race, ethnic, socioeconomic, and age demographics that impact particular communities and populations.

Describe and critically evaluate different methodological approaches to the study of social and behavioural determinants of population health.

Identify the importance of cultural competency to public health and to the achievement of its goals, and working collaboratively with diverse communities and constituencies.

## General Assessment Information

Information concerning Macquarie University's assessment policy is available at [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](http://www.ask.mq.edu.au). For further details please refer to the Disruption to Studies Policy available at <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/disruption-to-studies>.

### 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 5% for the first day including the actual day on which the work is received, and 5% for each subsequent day. Weekends and public holidays are included. For example:

Due date	Received	Days late	Deduction	Raw mark	Final mark
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Friday 14th	Saturday 15th	1	5%	75%	70%
Friday 14th	Monday 17th	3	15%	75%	60%

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Online Activity</u>	10%	No	Week 3
<u>Assignment</u>	40%	No	Week 7
<u>Report</u>	25%	No	Week 10
<u>Written assignment</u>	25%	No	Week 12
<u>Student Portfolio Reflection</u>	0%	No	Continuous

### Online Activity

Due: **Week 3**

Weighting: **10%**

For module 1 - Social and behavioural determinants of health

On successful completion you will be able to:

- Identify and comment on the social and behavioural factors, and vulnerability characteristics, that affect health of individuals and populations.
- Articulate the needs of vulnerable populations based on race, ethnic, socioeconomic, and age demographics that impact particular communities and populations.
- Describe and critically evaluate different methodological approaches to the study of social and behavioural determinants of population health.
- Identify the importance of cultural competency to public health and to the achievement of its goals, and working collaboratively with diverse communities and constituencies.

### Assignment

Due: **Week 7**

Weighting: **40%**

Students to prepare assignment (relates to Module 1)

On successful completion you will be able to:

- Identify and comment on the social and behavioural factors, and vulnerability characteristics, that affect health of individuals and populations.
- Articulate the needs of vulnerable populations based on race, ethnic, socioeconomic, and age demographics that impact particular communities and populations.
- Describe and critically evaluate different methodological approaches to the study of social and behavioural determinants of population health.
- Identify the importance of cultural competency to public health and to the achievement of its goals, and working collaboratively with diverse communities and constituencies.

## Report

Due: **Week 10**

Weighting: **25%**

2500 word briefing paper (relates to Module 2)

On successful completion you will be able to:

- Identify and describe environmental determinants and risk factors to health in given communities and populations.
- Critique the evidence used to assess health consequences of exposure including epidemiology, toxicology and risk assessment.
- Integrate preventive approaches in the resolution of environmental public health problems.

## Written assignment

Due: **Week 12**

Weighting: **25%**

For module 2 - Biological and environmental determinants of health

On successful completion you will be able to:

- Identify and describe environmental determinants and risk factors to health in given communities and populations.
- Critique the evidence used to assess health consequences of exposure including epidemiology, toxicology and risk assessment.
- Integrate preventive approaches in the resolution of environmental public health problems.

## Student Portfolio Reflection

Due: **Continuous**

Weighting: **0%**

Student Portfolio Reflection on meeting LOs & PLOs / Collection of supporting materials  
Programmatic assessment not marked for this unit (marked at end of program)

On successful completion you will be able to:

- Identify and describe environmental determinants and risk factors to health in given communities and populations.
- Critique the evidence used to assess health consequences of exposure including epidemiology, toxicology and risk assessment.
- Integrate preventive approaches in the resolution of environmental public health problems.
- Identify and comment on the social and behavioural factors, and vulnerability characteristics, that affect health of individuals and populations.
- Articulate the needs of vulnerable populations based on race, ethnic, socioeconomic, and age demographics that impact particular communities and populations.
- Describe and critically evaluate different methodological approaches to the study of social and behavioural determinants of population health.
- Identify the importance of cultural competency to public health and to the achievement of its goals, and working collaboratively with diverse communities and constituencies.

## 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 HSY803 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.a](http://www.timetables.mq.edu.au/)  
[u/](http://www.timetables.mq.edu.au/)

## Prescribed Textbooks

**For weeks 1-6:** Prescribed (chapter specific) readings will be found in the following textbook:

“Social Determinants of Health, 2nd Edition”, Edited by Michael Marmot and Richard Wilkinson.

A few copies will be held in the library reserve.

**For weeks 7-13:** Prescribed (chapter specific) readings will be found in the following textbook:

"Essentials of Environmental Health, Second Edition", By Robert H Friis.

A few copies will be held in the library reserve.

## Readings

The readings for each week will be listed in iLearn using the Leganto system. Leganto is a new reading list management system, which you can access through your iLearn unit. For further information to understand and navigate your unit reading lists in Leganto, check this guide: <http://libguides.mq.edu.au/leganto>

Readings marked as 'required' are those that are essential to be completed for that week. Some readings may be included within a weeks readings that are marked as 'recommended' or 'secondary sources'. These are there for your recommended reading or for where we have sourced additional material that may be of interest to you. Please use these at your discretion.

## 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](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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 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

### 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 outcome

- Identify and comment on the social and behavioural factors, and vulnerability characteristics, that affect health of individuals and populations.

#### Assessment tasks

- Online Activity
- Assignment
- Student Portfolio Reflection

### 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 describe environmental determinants and risk factors to health in given communities and populations.
- Critique the evidence used to assess health consequences of exposure including epidemiology, toxicology and risk assessment.
- Integrate preventive approaches in the resolution of environmental public health problems.
- Identify and comment on the social and behavioural factors, and vulnerability characteristics, that affect health of individuals and populations.

- Describe and critically evaluate different methodological approaches to the study of social and behavioural determinants of population health.
- Identify the importance of cultural competency to public health and to the achievement of its goals, and working collaboratively with diverse communities and constituencies.

## **Assessment tasks**

- Online Activity
- Assignment
- Report
- 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**

- Critique the evidence used to assess health consequences of exposure including epidemiology, toxicology and risk assessment.
- Integrate preventive approaches in the resolution of environmental public health problems.
- Describe and critically evaluate different methodological approaches to the study of social and behavioural determinants of population health.

## **Assessment tasks**

- Online Activity
- Assignment
- Report
- Written assignment
- Student Portfolio Reflection

## **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**

- Critique the evidence used to assess health consequences of exposure including epidemiology, toxicology and risk assessment.
- Integrate preventive approaches in the resolution of environmental public health problems.
- Describe and critically evaluate different methodological approaches to the study of social and behavioural determinants of population health.

## **Assessment tasks**

- Online Activity
- Assignment
- Report
- Written assignment
- Student Portfolio Reflection

## **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**

- Articulate the needs of vulnerable populations based on race, ethnic, socioeconomic, and age demographics that impact particular communities and populations.

## **Assessment tasks**

- Online Activity
- Assignment
- Report

## **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

- Identify and describe environmental determinants and risk factors to health in given communities and populations.
- Articulate the needs of vulnerable populations based on race, ethnic, socioeconomic, and age demographics that impact particular communities and populations.
- Identify the importance of cultural competency to public health and to the achievement of its goals, and working collaboratively with diverse communities and constituencies.

## Assessment tasks

- Online Activity
- Assignment
- Report
- Written assignment
- Student Portfolio Reflection

## Changes from Previous Offering

The changes in this unit occur for the assessments. We have adjusted the weightings for the two final assessments to balance the student workload towards the end of the session, and also to balance assessment weighting between the different assessment methods.