



ENVH11001 *Health and the Environment*

Term 1 - 2017

Profile information current as at 19/04/2024 12:16 pm

All details in this unit profile for ENVH11001 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will introduce the student to the concept of environmental determinants of health and the need to protect people from hazards in the environment that pose a risk to health. Students will study the links between good health and the state of the environment, particularly those between the environment and society, economics and environment, politics and environment and environmental health development. Students will develop an appreciation of the interdisciplinary nature of environmental health issues and the interaction between human lifestyles, consumption patterns, urbanisation and health. It is a requirement of this unit to have access to the CQU website and the internet.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Bundaberg
- Cairns
- Distance
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 5%

2. **Written Assessment**

Weighting: 20%

3. **Written Assessment**

Weighting: 20%

4. **Written Assessment**

Weighting: 55%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Course evaluation

Feedback

Content and assessment task supported direct application in the workplace.

Recommendation

Every effort made to align the assessment with the learning outcomes for the course and the practical alignment with industry.

Action

No further action

Feedback from Course evaluation

Feedback

The lecturers were positive and engaging, and tireless in their efforts to enhance learning. They made the content of this course applicable to everyday life. The course was clearly laid out in advance which was excellent, this assisted in time management over the term and you didn't end up with everything backed up at the end of term. The IT used was fantastic and as a distance student it enabled me to 'attend' lectures.

Recommendation

Great feedback that recognises the efforts to support students in this course.

Action

No further action

Feedback from Course evaluation

Feedback

I suggest for this course that coordinators perhaps communicate with other coordinators from the other core subjects ...as all ...major assessments for this course were due on the same day.

Recommendation

It isn't always possible to consult with other course coordinators about placement of assessment, or move the submission date so there are no clashes. But where we are aware of clashes, I will try to move the final submission date.

Action

No further action

Feedback from Course evaluation

Feedback

Offering of collaborate times

Recommendation

There was some concern that the times and dates for afternoon collaborate sessions didn't suit some students. I did try to consult with students about the time the afternoon collaborate session, but had few responses. I'll always try to take into account student availability for the offering of these type of sessions. The afternoon collaborate sessions are recorded, so students can access them afterwards.

Action

Started offering day and night time online tutorials. Increased the number offered closer to assignment submission time.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe environmental determinants of health
2. Explain the principles of environmental protection, ecologically sustainable development and the precautionary principle
3. Discuss the historical development and current paradigms pertaining to the discipline of environmental health in Australia and overseas
4. Analyse case studies which highlight the interdisciplinary nature of environmental health issues and the need to protect people from hazards in the environment that pose a risk to health

Describe This unit relates to the following requirements for accreditation by Environmental Health Australia:

Environmental health literacies

- Public health principles
- Sustainable development and environmental health principles
- Foundational sciences
- Foundational environmental health practice
- Environmental health management

Environmental health graduate attributes

1. Apply relevant knowledge, principles and concepts to workplace needs
 - Apply basic public health science principles and concepts to issues of concern
 - Understand the discipline of environmental health, its theoretical underpinnings and spheres of operation
2. Communicate effectively
 - Exchange of information with colleagues, practitioners, clients, policy-makers, interest groups and the public
 - Persuasively argue for the value and importance of environmental & public health
3. Access, evaluate and synthesise information
 - Identify and access information sources and compile relevant & appropriate information when needed
 - Analyse data, recognise meaningful test results, and interpret results
4. Utilise lifelong learning skills
 - Take responsibility for their own learning and development
 - Critically evaluate personal beliefs and assumptions
5. Demonstrate international and cultural awareness and understanding
 - Recognise individual and collective human rights
 - Recognise the importance of cultural diversity and sensitivity
 - Think globally
6. Apply professional skills
 - Work independently and in teams
 - Demonstrate ethical practices
 - Employ systems thinking skills
7. Use technologies appropriately
 - Decide on appropriate applications, recognising their advantages & limitations
8. Think critically, creatively and reflectively
 - Apply logical and rational processes to analyse the components of an issue

Alignment of Learning Outcomes, Assessment and Graduate Attributes



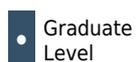
N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 5%				•
2 - Written Assessment - 20%	•	•		•
3 - Written Assessment - 20%	•	•	•	•
4 - Written Assessment - 55%	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication			•	•
2 - Problem Solving		•		•
3 - Critical Thinking				•
4 - Information Literacy	•	•		
5 - Team Work				
6 - Information Technology Competence			•	
7 - Cross Cultural Competence	•		•	•
8 - Ethical practice		•		•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 5%	•			•		•				
2 - Written Assessment - 20%	•	•	•	•			•			
3 - Written Assessment - 20%	•	•	•	•				•		
4 - Written Assessment - 55%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

ENVH11001

Prescribed

Basic Environmental Health

(2001)

Authors: Yassi, A, Kjellstrom, T, de Kok, T & Guidotti, T

Oxford University Press

New York, NY, Australia

ISBN: 9780195135589

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Dale Trott Unit Coordinator

d.trott@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to environmental health	Yassi et al (2001) Ch 1	Tutorial (ISL): Introduction to the course

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The nature of environmental health hazards	Yassi et al (2001) Ch 2	Tutorial (ISL): Academic integrity and referencing

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Managing environmental health hazards	Yassi et al (2001) Ch 3 & 4	Tutorial (ISL): Evidence gathering and evaluation

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Environmental determinants of health-
air quality Yassi et al (2001) Ch 5

Tutorial (ISL): How to prepare an annotated bibliography
Video conference (recorded): Preparing Assessment 2- worked tutorial

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental determinants of health- water quality and sanitation	Yassi et al (2001) Ch 6	Tutorial (ISL): Causal reasoning Video conference (recorded): Assessment 3: worked tutorial Ass task 1: Moodle quiz Due: Week 5 Monday (3 Apr 2017) 5:00 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental determinants of health- food and agriculture	Yassi et al (2001) Ch 7	Video conference: Assessment 3 general help Ass task 2: Annotated bibliography Due: Week 6 Tuesday (18 Apr 2017) 5:00 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
The role of insects and animals in disease transmission	Selected readings	Tutorial (ISL): Assessment 3 general help

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Human settlement and urbanisation	Yassi et al (2001) Ch 8	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental health in the indigenous population	Online lecture & selected readings	Ass task 3: Short report Due: Week 9 Monday (8 May 2017) 5:00 pm AEST

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental health hazards in industrial and occupational environments	Yassi et al (2001) Ch 10	Video conference: Assessment 4 general help

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Transboundary environmental health concerns	Yassi et al (2001) Ch 11	Tutorial (ISL): Assessment 4 general help Video conference: Assessment 4 general help

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Protecting health and the environment	Yassi et al (2001) Ch 12	Video conference (2 sessions): Assessment 4 general help

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Ass task 4: Case study Due:
Review/Exam Week Monday (5 June
2017) 5:00 pm AEST

Exam Week - 12 Jun 2017

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Ass task 1: Moodle quiz

Assessment Type

Online Quiz(zes)

Task Description

Complete the online quiz in Moodle relating to the general principles of environmental health and information literacy. There is no time limit for completion and you can save your answers and return to them before submitting.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 5 Monday (3 Apr 2017) 5:00 pm AEST

Return Date to Students

Monday (17 Apr 2017)

Weighting

5%

Assessment Criteria

To pass this assessment task, the student must be able to:

- Explain the key components of the discipline of environmental health
- Identify different types of scholarly literature
- Locate scholarly literature
- Identify the key characteristics of the Harvard referencing style, as used at CQUniversity.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse case studies which highlight the interdisciplinary nature of environmental health issues and the need to protect people from hazards in the environment that pose a risk to health

Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence

2 Ass task 2: Annotated bibliography

Assessment Type

Written Assessment

Task Description

Topic

In recent years, catastrophic bushfires have affected many areas of Australia. These fires have resulted in a number of deaths, many homes lost and thousands of hectares of destruction as fire fighters risked their lives to contain the fires. Apart from the physical injuries from immediate exposure to the flames, the resulting impacts upon air quality also

present health risks for local communities and fire fighters. In this context, which air pollutants are most likely to cause problems for the community and fire fighters in the short and long- term? Consider the potential sources of the pollutants and the health effects that may arise as a result of exposure.

Task

Locate five (5) scholarly articles that relate to this topic. Present an annotated bibliography for each article. Your bibliography should include the following:

1. Full bibliographic details, presented according to the Harvard referencing style.
2. An identification of whether the article represents primary, secondary or tertiary evidence.
3. A short description of the important points in the article that make it relevant to the assignment topic.

Please start each bibliography on a new page, with the bibliographic reference in bold type at the top of the page.

Assessment Due Date

Week 6 Tuesday (18 Apr 2017) 5:00 pm AEST

Return Date to Students

Week 8 Tuesday (2 May 2017)

Weighting

20%

Assessment Criteria

This assessment task will be graded according to the following criteria:

- Identifies relevant scholarly sources (20%)
- Identifies appropriate links between environmental factors and health (30%)
- Appropriately evaluates sources (15%)
- Referencing is correct in accordance with the Harvard referencing style (15%)
- Structure is logical and written expression is scholarly (10%)
- Uses correct grammar, spelling and punctuation (10%)

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe environmental determinants of health
- Explain the principles of environmental protection, ecologically sustainable development and the precautionary principle
- Analyse case studies which highlight the interdisciplinary nature of environmental health issues and the need to protect people from hazards in the environment that pose a risk to health

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

3 Ass task 3: Short report

Assessment Type

Written Assessment

Task Description

Topic

You have just started work as the health and safety professional employed by a mining company that operates a camp for its Fly In/ Fly Out workforce. Workers usually work a roster of nine days of 12 hour shifts on, followed by five days off, when workers return home. The camp provides a high standard of amenities to ensure employees enjoy a quality lifestyle while they are away from home, with a swimming pool, sporting courts (used for tennis, soccer, volleyball, lawn bowls and other sports) and a wet mess. Employees have their own air-conditioned accommodation units, with ensuite bathrooms, television, telephone and internet. Employees' units are cleaned twice a week. Meals are provided in mess

facilities - main meals include a selection of hot and cold dishes and healthy, low-fat options are always available. The camp has its own water treatment plant, with an environmental authority to draw raw water from a nearby creek. The water is treated using traditional coagulation/flocculation, sedimentation and filtration methods with UV disinfection. Sewage from the camp is treated in large septic tanks that discharge to transpiration trenches. In going over the recent leave reports, you notice that there have been a number of cases of diarrhoea reported amongst the workers. These seem to resolve themselves while the workers are at home but symptoms resume when they return to work.

Task

Write a report discussing the topic, identifying what you think may be the cause of the problem and suggesting ways in which the problem can be rectified. Use appropriate information from your required reading and other scholarly sources to support your conclusions and justify your recommendations.

Note:

A spreadsheet of water testing results and a plan of the camp will be provided on Moodle.

Word count: 750 words

Assessment Due Date

Week 9 Monday (8 May 2017) 5:00 pm AEST

Return Date to Students

Monday (22 May 2017)

Weighting

20%

Assessment Criteria

This assessment task will be graded according to the following criteria:

- Integrates knowledge of key discipline areas (20%)
- Identifies appropriate links between environmental factors and health (25%)
- Draws appropriate and justified conclusions (20%)
- Refers to a variety of relevant scholarly sources (10%)
- Structure is logical and written expression is scholarly (10%)
- Uses correct grammar, spelling and punctuation (5%)
- Referencing is appropriate and consistent in style (5%)
- Complies with word limit (5%)

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe environmental determinants of health
- Explain the principles of environmental protection, ecologically sustainable development and the precautionary principle
- Discuss the historical development and current paradigms pertaining to the discipline of environmental health in Australia and overseas
- Analyse case studies which highlight the interdisciplinary nature of environmental health issues and the need to protect people from hazards in the environment that pose a risk to health

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

4 Ass task 4: Case study

Assessment Type

Written Assessment

Task Description

Case study

Lilly lives in a remote Aboriginal community in the Northern Territory. Her baby is now 6 months old and it's time to introduce solid food into her diet to supplement breast milk. Her local Indigenous Health Worker had taught Lilly that nutritious and inexpensive weaning food could be made from scratch and she wanted to make sure that her child would grow and thrive. Following the advice in the nutrition literature she had been given, she faithfully prepared the recipe for a follow-up food using boiled porridge as a base and adding other nutritious and local ingredients, including mashed yams and cooked kangaroo meat. At first, her baby loved the new solid food and was eating more and more every day. However, it was difficult and time-consuming work, so she started making larger batches that she only needed to prepare once a day. She carefully covered the pot with cloth gauze to protect it from flies. Subsequently, her daughter started to experience periodic episodes of diarrhoea and after a few months the child started to show signs of growth faltering.

Task

Analyse the available information and write a report clearly describing the causes and potential outcomes of the situation. In your report, identify the immediate cause of the child's faltering growth and how it could have been prevented. Explain the secondary factors potentially causing or contributing to adverse health effects, both in this particular situation and in the wider community. You should also identify any long term health or environmental effects and/or impacts on the wider community. Suggest some ways this problem could be prevented in the future. Use appropriate references from the literature to support your statements.

Word count: 1500 words

Assessment Due Date

Review/Exam Week Monday (5 June 2017) 5:00 pm AEST

Return Date to Students

After certification of grades.

Weighting

55%

Minimum mark or grade

You must achieve at least a PASS (P) grade (27.5/55) for this assignment to be eligible to pass the course.

Assessment Criteria

This assessment task will be graded according to the following criteria:

- Integrates knowledge of key discipline areas (15%)
- Identifies appropriate links between environmental factors and health (20%)
- Draws appropriate and justified conclusions (15%)
- Proposes recommendations justified by analysis of the case study (15%)
- Refers to a variety of relevant scholarly sources (10%)
- Structure is logical and written expression is scholarly (10%)
- Uses correct grammar, spelling and punctuation (5%)
- Referencing is appropriate and consistent in style (5%)
- Complies with word limit (5%)

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe environmental determinants of health
- Discuss the historical development and current paradigms pertaining to the discipline of environmental health in Australia and overseas
- Analyse case studies which highlight the interdisciplinary nature of environmental health issues and the need to protect people from hazards in the environment that pose a risk to health

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem