



ENVH13002 *Environmental Health Risk Management*

Term 2 - 2019

Profile information current as at 11/05/2024 07:01 am

All details in this unit profile for ENVH13002 have been officially approved by CQUUniversity 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 represents the capstone of your studies in environmental health. The content in this unit integrates the aspects of environmental health theory and practice covered within other environmental health units by focusing on current policy issues, strategies, tools and approaches. Using a range of real world environmental health scenarios, you will be challenged to apply your knowledge and skills to assess, manage and communicate the associated risks to public health. During residential school, you will develop your practical skills in risk assessment and management practices related to a range of contemporary and emerging environmental health issues in the field. Topics covered in this unit include environmental health policy making, health impact assessment, the use of decision support tools, strategic and operational management.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prereq: ENVH11001 Health & the Environment; ENVH12001 Food Safety; ENVH12002 Environmental Health Law; ENVH12003 Environmental Toxicology

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 2 - 2019

- Mixed Mode

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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. **Portfolio**

Weighting: 25%

2. **Group Discussion**

Weighting: 40%

3. **Written Assessment**

Weighting: 35%

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 Unit evaluation

Feedback

Feedback regarding residential school was overwhelmingly positive, with specific reference to environmental health policy and the professional EHO role.

Recommendation

Residential School to continue, with increasing attention to these areas.

Feedback from Unit evaluation

Feedback

Discussion topic return should ideally occur before the due date of the subsequent topic.

Recommendation

Attempt to improve return in future; attempt to coordinate return date with residential schools for other units to prevent clash.

Feedback from Informal feedback from students at conclusion of residential school and later, AVC Cairns, industry representatives and personal reflection.

Feedback

Delivery of residential school on Cairns Campus was highly successful with improved learning opportunities and outcomes.

Recommendation

Consider delivering the residential school in Cairns in alternating years.

Unit Learning Outcomes

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

1. Assess the risks to public health relating to a range of environmental health issues
2. Formulate strategies, using a variety of tools and approaches, to effectively manage contemporary and emerging environmental health hazards and issues
3. Assess your own strengths and weaknesses, and those of others, when working in a team context
4. Evaluate a variety of approaches to environmental health policy making

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

C1: Knowledge of written and verbal communication techniques and strategies suitable for diverse audiences, purposes and contexts.

C2: Knowledge of strategies to build collaboration, work in teams, mediate, educate, advocate, and influence outcomes and deal with difficult situations.

C3: Basic principles of reflective practice and self-development for effective communication.

E1: Understanding of the core principles, frameworks for and procedures involved in risk assessment for environmental health contexts.

E2: Critical evaluation of evidence underpinning environmental health risk assessment.

E3: Introduction to risk management principles and evaluation of risk management options.

L10: Knowledge of compliance options (legislative and non- legislative) including their strengths, limitations and legislative requirements.

L15: Introduction to key government strategies and intergovernmental agreements in the context of environmental health.

L16: Introduction to policy and program development and evaluation techniques.

M1: Introduction to decision support tools (e.g. risk analysis, cost-benefit analysis, etc.).

M3: Introduction to strategic and operational planning.

M4: Introduction to key government protocols in the context of environmental health

P3: Introduction to linkages between environment and health.

P4: Introduction to linkages between environment and health policies and programs.

P6: Introduction to environmental and health impact assessment.

P8: Introduction to how environmental health principles are applied in policy development and decision making

R5: Problem solving using systems thinking and critical judgement.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



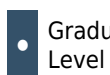
N/A
Level



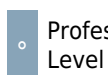
Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 25%	•			
2 - Group Discussion - 40%	•	•	•	
3 - Written Assessment - 35%				•

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 - Portfolio - 25%	•	•	•				•	•		
2 - Group Discussion - 40%	•	•	•	•	•	•				
3 - Written Assessment - 35%	•		•	•			•	•		

Textbooks and Resources

Textbooks

ENVH13002

Prescribed

Environmental Health Policy

Edition: 1st (2006)

Authors: Ball, David

Open University Press, McGraw Hill Education

Maidenhead , Berkshire , United Kingdom

ISBN: 9780335218431

Binding: Paperback

Additional Textbook Information

Paper copies can be purchased, if preferred, from the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM Videoconferencing software is recommended for student collaboration. A ZOOM account is available with your student credentials.

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Lisa Bricknell Unit Coordinator

l.bricknell@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: <i>Environmental Health Risk Management</i>	Overview	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: <i>Risk and environmental health policy</i>	Chapter 1 <i>Introduction to environmental health policy</i> Chapter 2 <i>The emergence of risk assessment</i>	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Module 1: Risk and environmental health policy (cont'd)

Chapter 3 A model for human health risk assessment
Chapter 4 Hazard identification

Week 4 - 05 Aug 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 1: Risk and environmental health policy (cont'd)

Residential School- Rockhampton Campus

Week 5 - 12 Aug 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 1: Risk and environmental health policy (cont'd)

Chapter 5 The dose response relationship
Chapter 6 Exposure assessment
Chapter 7 Risk characterisation

Vacation Week - 19 Aug 2019

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 2: Approaches to environmental health policy

Chapter 8 Economic appraisal
Chapter 10 Environment and safety

Environmental health problem solving (Topic 1) Due Friday 11:45 PM AEST
Residential School activities Due: Week 6 Monday (26 Aug 2019) 11:45 pm AEST

Week 7 - 02 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 2: Approaches to environmental health policy (cont'd)

Chapter 11 An introduction to alternate theories of risk
Chapter 12 Risk perception and the psychometric paradigm

Week 8 - 09 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 2: Approaches to environmental health policy (cont'd)

Chapter 13 Cultural theory
Chapter 14 Environmental, social and health impact assessment

Environmental health problem solving (Topic 2) Due Friday 11:45 PM AEST

Week 9 - 16 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 2: Approaches to environmental health policy (cont'd)

Chapter 15 Environmental risk ranking
Chapter 16 Alternatives assessment to precaution

Week 10 - 23 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 3: Policy making: global and local initiatives

Chapter 17 From risk communication to participatory decision making
Chapter 18 Philosophy, politics and prejudice

Environmental health problem solving (Topic 3) Due Friday 11:45 PM AEST

Week 11 - 30 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

Module 3: Policy making: global and local initiatives (cont'd)

Chapter 19 Issues of local policy
Chapter 20 Issues of global policy

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: <i>Policy making: global and local initiatives</i> (cont'd)		

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Policy analysis Due: Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST		

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Residential School activities

Assessment Type

Portfolio

Task Description

Details

While at residential school, you will be involved in a number of on-site inspections. Prepare a portfolio of your observations. For each inspection, you should include:

- the name and address of the premises
- the operator's name
- the name of the on-site contact person/s
- a description of the premises, including its general location, operations, employment details, etc.
- an assessment of existing or potential environmental health problem areas/issues, including a general assessment of risk
- recommendations for mitigation or improvement.

The inclusion of photographs, sketches or maps is encouraged where appropriate.

These are reports of your observations, so it is not necessary to be formatted as if you are writing a formal report. It should be comprehensive and use appropriate terminology but you do not need to write this in a formal style. Professional notes are suitable.

Assessment Due Date

Week 6 Monday (26 Aug 2019) 11:45 pm AEST

Return Date to Students

Week 8 Monday (9 Sept 2019)

Weighting

25%

Minimum mark or grade

You must achieve a passing grade for this item and an overall composite grade of 50% to be eligible to pass the unit.

Assessment Criteria

Your submission will be graded according to the following criteria:

Relevance (30%)

- Processes of assessment used are aligned to the site conditions
- Hazards identified/assessed are appropriate
- Observations are relevant

Validity (40%)

- Depth and extent of discussion, i.e., understanding of concepts and observations
- Accuracy of the assessment
- Judgment and reasoning, i.e., assertions made based on level of critical thought, analysis and synthesis
- Depth and extent of evidence used

Organisation (20%)

- Consideration of required components of the assigned task
- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)

Presentation (10%)

- Style and formatting in accordance with required academic standards
- Typographical matters
- Referencing protocols
- Length

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Assess the risks to public health relating to a range of environmental health issues

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

2 Environmental health problem solving

Assessment Type

Group Discussion

Task Description

Details

Part A: Environmental health problem solving (75%)

Three real-world environmental health problems will be presented to the class for discussion. In groups, your task is to develop a strategy to manage the risk to public health using the environmental risk management framework. How you go about solving the problem is up to you as a group but you will have a limited time in which to achieve an outcome. You will need to research the issue using the body of scholarly literature and propose solutions based on the evidence. You should not wait until the end of the set period for discussion to participate in these discussions, but become involved throughout. Timeliness of your posting will be considered when your postings are graded. **Failure to contribute positively and actively in any way to the team problem-solving process will result in a fail grade for the entire assessment task, regardless of the team score.** You should document your discussions and the decision-making process. You are encouraged to use the CQU Docs Cloud Applications environment to complete this activity. More information will be provided on Moodle.

Part B: Team participation (25%)

1. Complete a self and peer assessment task evaluating the quality of participation from each of your team members and an assessment of your own contribution. This activity will contribute 15% of the grade allocated to Assessment Task 2.
2. Complete a short reflection (no more than 500 words) on the way in which the team environment contributed to the problem-solving process and ways in which your own participation could have made work more effective. This activity will contribute 10% of the grade allocated to Assessment Task 2.

Assessment Due Date

Friday of Weeks 6, 8 and 10.

Return Date to Students

Friday of Weeks 8, 10 and 12.

Weighting

40%

Assessment Criteria

Grades for this assessment will be awarded based on the quality of your contributions and the extent of your team participation in your postings. Contributing to the team by simply answering the questions will earn a Pass grade. Higher grades will be awarded for responses demonstrating advanced understanding of the environmental health issues, the risk management process and the unit learning outcomes.

Part A: Environmental health problem solving (75%)

- relevance of the discussion to the problem under consideration
- depth and quality of discussion
- factual accuracy of the discussion
- quality of the conclusions
- effectiveness and applicability of proposed management strategies

Part B: Team Participation (25%)

- Reliability
- Time management
- Group dynamics
- Depth of reflection

Referencing Style

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

Submission

Online Group

Submission Instructions

Discussions will be submitted by group. The Self & Peer Assessment and reflection must be completed individually.

Learning Outcomes Assessed

- Assess the risks to public health relating to a range of environmental health issues
- Formulate strategies, using a variety of tools and approaches, to effectively manage contemporary and emerging environmental health hazards and issues
- Assess your own strengths and weaknesses, and those of others, when working in a team context

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

3 Policy analysis

Assessment Type

Written Assessment

Task Description

Details

Your final assessment item is an analysis of government policy relating to an environmental health issue of importance. The issue that you choose is up to you, but you should be careful to choose one which has current policies in existence. Policies can be state, national or international (or a combination) in scope.

Report

Your report needs to follow standard report format and clearly discuss:

- Introduction- your chosen issue some background on the problem and an explanation of its importance.
- A summary of existing policy
- An analysis and discussion on the strengths and weaknesses of the policy in regard to past successes/failures and future factors that may influence the environmental health issue you have chosen.
- Recommendations- what you recommend be done based on your analysis.

Assessment Due Date

Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST

Return Date to Students

Following certification of grades.

Weighting

35%

Assessment Criteria

Your submission will be graded according to the following criteria:

Relevance (30%)

- Depth of understanding in formulating responses to the assigned task
- Alignment of responses to the assigned task
- Connections between discussion and evidence

Validity (40%)

- Depth and extent of discussion, i.e., understanding of concepts and evidence
- Accuracy and originality of the discussion
- Judgement and reasoning, i.e., assertions made based on level of critical thought, analysis and synthesis
- Depth and extent of evidence used

Organisation (20%)

- Consideration of required components of the assigned task
- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)

Presentation (10%)

- Style and formatting in accordance with required academic standards
- Typographical matters
- Referencing protocols
- Length

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate a variety of approaches to environmental health policy making

Graduate Attributes

- Communication
- 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