HLTH13031 *Population Health Epidemiology*
Term 1 - 2020

Profile information current as at 20/06/2021 10:51 pm

General Information

Overview
This unit explores the importance and role of epidemiology as an approach to both public health and clinical practice. You will be able to use evidence from epidemiological investigations, to understand the distribution of health outcomes in populations and understand the influence of factors that determine this distribution. The critical function of epidemiology will be reviewed including areas of anticipated needs, identified risk conditions, definition of priorities and the use of available resources for planning and administering health care services.

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: 72 credit points (any tertiary level units)
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 - 2020

- Online

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. **Group Discussion**
Weighting: 25%
2. **Presentation**
Weighting: 25%
3. **Written Assessment**
Weighting: 50%

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

Weekly tutorial times need to be suitable for students.

Recommendation

Change the weekly activities solely to an asynchronous format and make the weekly Zoom sessions drop-in sessions only that may be recorded if appropriate. Deliver the Zoom sessions during the evening and advertise the day and time prior to the start of term.

Feedback from Unit evaluation/personal reflection

Feedback

Continuous assessment tasks difficult for flexible students/ unit is over assessed

Recommendation

Review the workbook/tutorial assessment task.

Unit Learning Outcomes

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

1. Calculate and communicate epidemiological statistics relating to the measurement of health, wellness and disease.
2. Interpret epidemiological data within theories and frameworks of social justice and cultural diversity for effective knowledge transfer and exchange.
3. Evaluate epidemiological investigations and sources of epidemiological data to identify inequities, enable change and advocate for health.
4. Argue for a population health outcome using relevant research methods and approaches.
5. Explain principles of data confidentiality and disclosure, and apply the ethical use of data.

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	5
1 - Presentation - 25%	•	•			
2 - Group Discussion - 25%			•	•	•
3 - Written Assessment - 50%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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				•	

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes								
	1	2	3	4	5	6	7	8	9
1 - Presentation - 25%	•		•	•		•		•	
2 - Group Discussion - 25%	•		•	•		•	•		
3 - Written Assessment - 50%	•	•	•				•	•	•

Textbooks and Resources

Textbooks

There are no required textbooks.

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 styles below:

- Harvard (author-date)
- American Psychological Association 6th Edition (APA 6th edition)

For further information, see the Assessment Tasks.

Teaching Contacts

Erika Langham Unit Coordinator
e.langham@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Moving from the individual to population level: introducing epidemiology and population health	Selected readings	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Measuring health outcome frequency	Selected readings	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Measures of mortality, function, and summary measures	Selected readings	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Descriptive Epidemiology	Selected readings	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Measuring and Interpreting Association and Effect	Selected readings	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Analytic Epidemiology	Selected readings	Two tutorial activities from weeks 1 to 5 will be submitted for formative assessment by 9am on Wednesday, 22 April 2020 **Presentation on the impact of a health outcome** Due: Week 6 Monday (20 Apr 2020) 9:00 am AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Intervention Studies	Selected readings	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative Epidemiology	Selected readings	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation Studies and Evidence Synthesis	Selected readings	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Population health prevention strategies		

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Complexity and wicked problems in population health	Selected readings	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Epidemiology in practice		

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Funding application Due: Review/Exam Week Monday (8 Jun 2020) 9:00 am AEST

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Tutorial Activities

Assessment Type
Group Discussion

Task Description
Tutorials allow students to develop and practice their skills in applying epidemiological and population health concepts consistent with how they will as health professionals. It fosters the development of oral and written skills, as well as group skills such as interaction and cooperation in a multi-disciplinary environment. It allows students the opportunity to reflect on issues and applications of concepts from other learning resources and demonstrate their understanding in their interactions and submitted work. Student also have the opportunity to develop respect and consideration for other's points of view as well as the capacity to critique responses from their peers in a collegial and supportive environment.
Each week students will have the opportunity to discuss and then complete a series of structured tutorial tasks applying the epidemiological concepts and study designs learnt that week. A Zoom drop-in session will be held each week from week 2 for those students who prefer oral discussion. Students who cannot attend the tutorial or prefer written discussion will have a forum for peer discussion and guidance in completing the activities. Students will submit five of the activities from throughout the term for assessment. Three of these will be compulsory and two can be chosen by the student. Two activities from weeks 1 to 5 will be submitted for formative assessment in week 6 and the other three will be submitted for summative assessment by 9am Monday Week 12. These will be worth 10% and 15% of the overall mark respectively.

Assessment Due Date

Two activities from weeks 1 to 5 will be submitted for formative assessment by 9am on Wednesday 22 April 2020 and the other three will be submitted for summative assessment by 9am Monday 1 June, 2020.

Return Date to Students

Assessments will be returned 2 weeks after the submission date.

Weighting
25%

Minimum mark or grade
50%

Assessment Criteria

Key Criteria	Developing (Fail) below 50%	Competent (Pass - Credit) 50 – 74%	Advanced (Distinction) 75 – 84%	Exemplary (High Distinction) 85 – 100%	Weighting
Interacts effectively within the group	Engagement is minimal or ineffective, limited to passive attendance or comments of agreement without further engagement. Interaction that is disrespectful, culturally incompetent, or argumentative.	Demonstrates active listening, and contributes to discussion and interaction through strategies such as posing questions that invite further discussion, queries assumptions, or seeks clarification in their interaction with peers. Interaction is respectful and fosters clarity, shared understanding, and mutual learning. Works collaboratively with peers to identify a plausible or defensible idea or view. Demonstrates understanding and respect of peer's different life experiences and the influence this may have, including cultural competence.			10%
Makes relevant comments	Contributes unrelated or tangential information or concepts, repeating or paraphrasing learning materials or other students' comments, focusses on less important aspects of the discussion. Claims lack support or use personal experience as evidence.	Contributes comments that focus on significant issues related to the topic at hand. These comments may elaborate on the topic, explain or examine assumptions, use analogies to illustrate understanding of the concepts. Claims are supported with scholarly evidence but may use personal experience to provide context.			0%
Articulates ideas clearly	Avoids or is unable to express ideas, explain concepts or states that ideas are complex or they are unable to articulate them.	Uses clear language and sentences to explain ideas. Takes time, when appropriate to clarify a statement or position. Comments are succinct and logical.			30%
Understanding and use of epidemiological concepts	Poor or inaccurate interpretation or representation of epidemiological concepts, including focus on individual aetiology of health outcomes.	Interprets and represents epidemiological concepts and data to identify and critically examine population health issues. Is able to examine issues from a population level, and reflects on determinants of health beyond the individual.			35%
Referencing	Insufficient or inaccurate referencing.	Accurate, sufficient, and effective use of references using a consistent format.			15%

Referencing Style

- Harvard (author-date)
- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Students are to collate the activities into a single Microsoft Word file for uploading to Moodle.

Learning Outcomes Assessed

- Evaluate epidemiological investigations and sources of epidemiological data to identify inequities, enable change and advocate for health.
- Argue for a population health outcome using relevant research methods and approaches.
- Explain principles of data confidentiality and disclosure, and apply the ethical use of data.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

- Information Technology Competence
- Cross Cultural Competence

2 Presentation on the impact of a health outcome

Assessment Type
Presentation

Task Description
In this assessment you will research, create, and record a 10 minute oral presentation that describes the population health impact for one of the following health issues for the Australian population.
In your professional life, you will apply your knowledge of epidemiology to describe the impact of health outcomes, the patterns of disease, or the risks of a particular outcome in your work with clients, collaborators, or to the general public. This assessment is a practical application of that.
You are to research, create, and record a presentation (using Zoom) that describes the population health impact for one of the following health issues for the Australian population. You will need to source, interpret and communicate the current epidemiological evidence using appropriate measures. Your presentation will need to be recorded and uploaded to the Moodle site as well as a copy of your slides and notes by 9am Monday, 20th April, 2020.
Your presentation needs to include:

1. A clear introduction to the health issue that provides a clear definition and justification of why it is important.
2. The use of a range of appropriate epidemiological measures to critically demonstrate the impact this health issue has on:
    - the Australian population as a whole, and
    - within or between different population groups of relevance (differential impact). For example: age, gender, geographic location, occupation
3. The use of data visualisation that contributes to the effective communication of the issue.
4. A clear and concise conclusion that links to the introduction and the contents of the presentation.

The topics you can choose from are below. You can choose any topic that is of interest to you.

Work Area	Topic of presentation *
Health promotion	The patterns and impact of chlamydia in Australia
Environmental health	The patterns and impact of mosquito borne illness on older Australians
Oral health	Patterns of oral health outcomes in regional or remote living Australians
Occupational health and safety	The impact of workplace burnout in Australia**
Allied health	The impact of access to allied health services for people with disabilities**
Drugs and alcohol	The patterns and impact of methamphetamine use in Australia
Mental health	The impact of natural disasters on mental health**
Nutrition and food security	The impact of natural disasters on food insecurity

Assessment Due Date
Week 6 Monday (20 Apr 2020) 9:00 am AEST

Return Date to Students
Week 8 Monday (4 May 2020)

Weighting
25%

Assessment Criteria

Key Criteria	Below Expectations (Fail) below 50%	Meets Expectations (Pass) 50 – 64%	Meets Expectations (Credit) 65 – 74%	Exceeds Expectations (Distinction) 75 – 84%	Exceeds Expectations (High Distinction) 85 – 100%	Weighting
Introduction	No topic, key points and/or purpose is introduced or the introduction	Topic introduced, but the introduction is underdeveloped in terms of key points and/or purpose of presentation.	Topic, key points and purpose of the presentation is introduced with clarity.	Topic, key points and purpose of the presentation is introduced in a clear and interesting way.	Topic, key points and purpose of the presentation is introduced in a clear and interesting way which captures the audience's attention.	5%
Organisation of content	Presents information in a poorly developed and illogical sequence which the audience cannot follow and/or time is poorly used (too short; too long)	Presents information and ideas at a basic level of logical sequence within the time limit but the audience generally finds it difficult to follow	Presents information and ideas at a reasonable level of logical sequence within the time limit which the audience finds difficult to follow at times.	Presents information and ideas in a logical sequence in the time limit which the audience can follow.	Uses the time limit well to present information and ideas in a logical and interesting sequence which the audience can easily follow.	10%

Pace	Delivery is too fast or too slow throughout the presentation or there are several lengthy and inappropriate pauses that detract from the audiences' understanding of the presentation.	Delivery is too fast or too slow in some parts of the presentation or there are several inappropriate pauses that detract from the audiences' understanding of the presentation.	Delivery is slightly fast or slow or there are occasional inappropriate pauses that detract from the audiences' understanding of the presentation.	Presentation at a good pace. Occasional inappropriate pauses but they do not detract from the audiences' understanding of the presentation.	Presentation at a good pace, without any inappropriate pauses.	5%
Voice	The student mumbles, incorrectly pronounces terms, is not expressive and cannot be heard by audience.	The student's voice is: not clear at times; not expressive and/or the student pronounces a number of terms incorrectly. Audience has difficulty in hearing the presentation.	The student has a clear voice, but is not expressive and/or pronounces some words incorrectly. Audience can mostly hear the presentation.	The student has a clear voice, is expressive at times during the presentation, and uses precise pronunciation of terms which enables audience to hear the presentation.	The student has a clear voice, is expressive throughout the presentation, and uses precise pronunciation of terms which enables audience to hear the presentation.	5%
Visual Aids	No visual aids are used, the visual aids are poorly designed or they are largely unrelated to the message presented.	The design of the visual aids are satisfactory or the aids are at times unrelated to the message presented.	The visual aids are well designed and effectively support the presentation.	The visual aids are well designed, confidently used and effectively support the presentation.	The visual aids are well designed and confidently used, which effectively support and add impact to the presentation.	15%
Understanding and use of epidemiological data	Poor interpretation or representation of epidemiological data. Just lists population findings, makes poor use of data, or focuses on individual aetiology of the health outcome.	Limited interpretation and representation of epidemiological data. Provides a broad description of the health issue at a population level.	Appropriate interpretation and representation of data to describe the health issue at a population level.	Appropriate interpretation and representation of epidemiological data to clearly identify patterns of health within and between populations.	Comprehensive interpretation and representation of epidemiological data to critically examine patterns of health within and between populations.	25%
Reasoning and support	Claims are typically unsupported assertions that lack sufficient supporting materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities). Fails to develop arguments because of a lack of analysis. Credibility is weak due to lack of logical reasoning.	Claims are generally reasonable with variable levels of supporting materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities). Arguments are under developed due to lack of analysis. Credibility is impacted due to lack of logical reasoning.	Claims are reasonable, and mostly supported using appropriate materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities). The student is able to articulate arguments into the presentation. Student generally appears credible as a result of the logical reasoning.	Claims are reasonable, stated with relative clarity and supported with a variety of appropriate supporting materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities). The student integrates their own analysis into the presentation. The student is seen as credible as a result of logical reasoning.	Claims are reasonable, clearly stated, and thoroughly explained with a combination of appropriate evidence and the student's own analysis. A variety of appropriate types of supporting materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities) are used to develop ideas. The student establishes their credibility through use of logical reasoning and support.	20%
Conclusion	No conclusion or no links established to the introduction and body of the presentation.	The conclusion provided some links to the introduction and body of the presentation, but was not concise or unclear.	The conclusion provided links to the introduction and body of the presentation, but was not concise or unclear at times.	Clear and concise summary of the presentation with links to the introduction and body of the presentation.	Clear and concise summary with effective links to the introduction and body of the presentation.	5%
Referencing	Insufficient or inaccurate referencing in the visual aid and/or notes.	Sufficient referencing in visual aid and/or notes with less than five inaccuracies or inconsistencies.	Sufficient and accurate referencing in visual aid and/or notes with less than five inconsistencies.	Accurate and sufficient use of a consistent format of referencing.	Accurate, sufficient, and effective use of references using a consistent format.	10%

Referencing Style

- Harvard (author-date)
- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Students will need to upload two files to Moodle: a powerpoint presentation including speaker notes, and a recording of them presenting the work from Zoom.

Learning Outcomes Assessed

- Calculate and communicate epidemiological statistics relating to the measurement of health, wellness and disease.
- Interpret epidemiological data within theories and frameworks of social justice and cultural diversity for effective knowledge transfer and exchange.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

3 Funding application

Assessment Type
Written Assessment

Task Description
In this assessment you will research and write an application for funding to support an evidence based intervention to improve population level health in relation to the issue you critically outlined in assessment 2 (presentation).
In your professional life, you may apply your knowledge of epidemiology to support applications for funding by your employer, either through grants or budget requests, to address health outcomes within your area. This assessment is a practical application of that scenario.
The organisation your work for is applying for a grant to address the health outcome you examined in assessment 2. You are to complete an application requesting funding to conduct an evidence based population level intervention to improve public health in relation to your topic. The application requires you to use an evaluation of relevant literature to propose an appropriate evidence based, contextually relevant approach that addresses the health issue. This is consistent with the goal of public health to ask not just "what works" but to address "what works for whom, under what circumstances, and how".
The funding body has provided a template for the application with prescribed sections and word limits to explain your proposed project.
You are to research and identify evidence based approaches to address the health outcome of interest that are suitable for the context you are implementing it in. You will need to source, interpret and communicate the current epidemiological evidence demonstrating your understanding of the different study types and how they support your claims. Your completed template, including your references, will need to be uploaded to the Moodle site.

Assessment Due Date
Review/Exam Week Monday (8 Jun 2020) 9:00 am AEST

Return Date to Students

Assessments will be returned to students 2 weeks after the due date.

Weighting
50%

Assessment Criteria

Key Criteria	Below Expectations (Fail) below 50%	Meets Expectations (Pass) 50 – 64%	Meets Expectations (Credit) 65 – 74%	Exceeds Expectations (Distinction) 75 – 84%	Exceeds Expectations (High Distinction) 85 – 100%	Weighting
Overview of project	No topic, key points and/or purpose is introduced, no links to the body of the application, or it is unclear what the project will achieve.	Topic introduced, but the overview is underdeveloped in terms of key points, links to the body of the application and/or purpose of project.	Topic, key points and purpose of the project are introduced with clarity.	Topic, key points and purpose of the project are introduced in a clear and interesting way.	Topic, key points and purpose of the project are introduced in a clear and interesting way which captures the audience's attention.	10%
Communication of ideas	Does not clearly convey ideas, there are several spelling or grammatical errors, uses subjective or emotive descriptors and inappropriate style and tone.	Broadly conveys ideas but clarity would be improved by correcting errors, using appropriate academic style and tone.	Reasonably conveys ideas, may have one or two consistent spelling or grammatical errors, using mostly clear academic style and tone.	Conveys ideas logically, may have one or two consistent spelling or grammatical errors, using a clear academic style and tone.	Communicates ideas clearly and succinctly with no spelling or grammatical errors, using a well-developed academic style and tone.	15%
Organisation of content	Presents information in a poorly developed and illogical sequence inconsistent with the template, word limits not adhered to (too short; too long)	Presents information and ideas at a basic level of logical sequence consistent with the template and within the word limit but the audience generally finds it difficult to follow	Presents information and ideas at a reasonable level of logical sequence consistent with the template and within the word limit but the audience finds difficult to follow at times.	Presents information and ideas in a logical sequence consistent with the template and within the word limit which the audience can follow.	Uses the template structure and word limit well to present information and ideas in a logical and interesting sequence which the audience can easily follow.	10%
Understanding and use of epidemiological data to provide background to the issue	Poor interpretation or representation of epidemiological data. Just lists population findings, makes poor use of data, or focuses on individual aetiology of the health outcome.	Limited interpretation and representation of epidemiological data. Provides a broad description of the health issue at a population level.	Appropriate interpretation and representation of data to describe the health issue at a population level.	Appropriate interpretation and representation of epidemiological data to clearly identify patterns of health within and between populations.	Comprehensive interpretation and representation of epidemiological data to critically examine patterns of health within and between populations.	25%

Reasoning and support for project	Claims are typically unsupported assertions that lack sufficient supporting materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities). Fails to develop arguments because of a lack of analysis. Credibility is weak due to lack of logical reasoning.	Claims are generally reasonable with variable levels of supporting materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities). Arguments are under developed due to lack of analysis. Credibility is impacted due to lack of logical reasoning.	Claims are reasonable, and mostly supported using appropriate materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities). The student is able to articulate arguments into the presentation. Student generally appears credible as a result of the logical reasoning.	Claims are reasonable, stated with relative clarity and supported with a variety of appropriate supporting materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities). The student integrates their own analysis into the presentation. The student is seen as credible as a result of logical reasoning.	Claims are reasonable, clearly stated, and thoroughly explained with a combination of appropriate evidence and the student's own analysis. A variety of appropriate types of supporting materials (explanations, examples, illustrations, statistics, or quotations from relevant authorities) are used to develop ideas. The student establishes their credibility through use of logical reasoning and support.	30%
Referencing	Insufficient or inaccurate referencing.	Sufficient referencing with less than five inaccuracies or inconsistencies.	Sufficient and accurate referencing with less than five inconsistencies.	Accurate and sufficient use of a consistent format of referencing.	Accurate, sufficient, and effective use of references using a consistent format.	10%

Referencing Style

- Harvard (author-date)
- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Learning Outcomes Assessed

- Calculate and communicate epidemiological statistics relating to the measurement of health, wellness and disease.
- Interpret epidemiological data within theories and frameworks of social justice and cultural diversity for effective knowledge transfer and exchange.
- Evaluate epidemiological investigations and sources of epidemiological data to identify inequities, enable change and advocate for health.
- Argue for a population health outcome using relevant research methods and approaches.
- Explain principles of data confidentiality and disclosure, and apply the ethical use of data.

Graduate Attributes

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

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.

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

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.