

HLTH13031 *Population Health Epidemiology*

Term 1 - 2026

Profile information current as at 08/06/2026 03:45 pm

All details in this unit profile for HLTH13031 have been officially approved by CQUniversity 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 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 - 2026

- 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. Written Assessment

Weighting: 50%

2. Project (applied)

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 Observation, feedback from Unit Coordinator.

Feedback

Attendance at tutorials continues to be low.

Recommendation

Consider greater structure to the tutorials.

Feedback from Feedback from Unit Coordinator

Feedback

Material needs revision.

Recommendation

Consider revising material for future offerings.

Unit Learning Outcomes

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

1. Understand, interpret and communicate epidemiological data relating to the measurement of health, wellness and disease
2. Interpret epidemiological data and practice within social and cultural contexts, theories and frameworks for effective and ethical 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. Apply ethical and professional practice capabilities in the use and communication of epidemiological information, including ethical use of generative Artificial Intelligence (genAI) and collaboration capabilities.

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 - Written Assessment - 50%	●	●	●		●
2 - Project (applied) - 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				●	
10 - First Nations Knowledges					
11 - Aboriginal and Torres Strait Islander Cultures		●			

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)
- Zoom access: microphone and webcam required

Referencing Style

All submissions for this unit must use the referencing styles below:

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Greer Lamaro Haintz Unit Coordinator
g.haintz@cqu.edu.au

Schedule

Week 1 - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to population health epidemiology	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
The social context and lived experience of epidemiology	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Sources of epidemiological information and data	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.

Week 4 - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
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Measures of data Part A: What can we measure? Part B: Measures of frequency	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
Week 5 - 06 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Measures of data Part C: Measures of Association	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
Week 6 - 13 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Epidemiological study designs Part A: Descriptive designs	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
		Epidemiological investigations in the age of GenAI Due: Week 6 Wednesday (15 Apr 2026) 4:00 pm AEST
Vacation Week - 20 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Week 7 - 27 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Epidemiological study designs Part B: Analytic observational designs	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
Week 8 - 04 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Epidemiological study designs Part C: Analytic intervention designs	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
Week 9 - 11 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Literature reviews and meta syntheses	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
Week 10 - 18 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic

Interpretation and critical appraisal of epidemiological information	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
Week 11 - 25 May 2026 Module/Topic	Chapter	Events and Submissions/Topic
Ethics in epidemiological practice	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
Week 12 - 01 Jun 2026 Module/Topic	Chapter	Events and Submissions/Topic
Contemporary issues in epidemiology	Work through the weekly Moodle topic page and complete any associated learning activities and eReadings as instructed.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to unit content and assessment tasks.
Exam Week - 08 Jun 2026 Module/Topic	Chapter	Events and Submissions/Topic Project proposal Due: Exam Week Wednesday (10 June 2026) 4:00 pm AEST
Vacation/Exam Week - 15 Jun 2026 Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Structure and approach to the unit

Students are required to work through materials and resources on the weekly Moodle page each week, and prior to attending tutorials. Completing the resources provides the basis for further exploration and application of concepts to activities and assessment task development during tutorials. If, however, you are unable to complete the materials in any particular week, do still come along to the tutorial. Still coming along will enable you to hear and engage with discussions (and you may still be able to contribute by drawing on your existing knowledge or by asking questions for discussion), and will help to keep you on-track in the unit and prevent falling further behind.

Use of Generative Artificial Intelligence (GenAI) in this unit

In this unit, students are permitted to utilise GenAI tools in restricted ways to enhance their learning and creativity. For assessment tasks, the permissions may vary; please check the precise permissions, indicated under the assessment task information in this unit profile and on the unit Moodle site, for details pertaining to each specific assessment task.

In cases where GenAI is used with permission, it is imperative to use these tools with integrity. This means:

Acknowledging AI Assistance: Clearly indicate when and how AI tools have been used in your work.

Originality: Ensure that your submissions reflect your own understanding and effort. AI tools should support, not replace, your critical thinking and creativity.

Ethical Use: Do not use AI to generate content that misrepresents your abilities or knowledge. Plagiarism, even with AI-generated content, is strictly prohibited.

Respect for Guidelines: Follow all academic guidelines and policies regarding the use of GenAI tools in your coursework.

By adhering to these principles, you contribute to a fair and honest academic environment that values genuine learning and integrity. Use of GenAI outside of these guidelines may be considered to be a breach of academic integrity, which will be officially reported and acted upon.

This statement was developed with assistance from Microsoft Copilot

Assessment Tasks

1 Epidemiological investigations in the age of GenAI

Assessment Type

Written Assessment

Task Description

In this assessment, you are asked to research, critically consider, and present (in written form) information that describes the population health data and impacts of a specified health issue, for an academic audience. Using appropriate measures, you must source, interpret, critique and communicate the current epidemiological evidence. The topic choices for the task will be available on the unit Moodle site from week 1 of the term.

Epidemiological information is all around us and easily accessible (though not necessarily always of high quality or credible), particularly in the era of generative artificial intelligence (GenAI). In your professional life, you may be required to perform a range of skills in gathering, interpreting, appraising and presenting epidemiological information in a range of contexts 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 the general public. This could take place in a variety of formats and task including undertaking a community needs assessment, developing a program or policy, or even counselling individual clients, among a wide range of other ways. This assessment is a practical application of that.

There are three parts to this task:

1. Part A requires you to produce a GenAI output of a response to the task via CQU's MS Co-pilot platform.
2. Part B requires you to critique and annotate the GenAI output using MS word.
3. Part C requires you to revise and develop the GenAI output with your further research and original contributions, to produce a final report of 2000 words (+/- 10%).

You must submit all three parts together to form one submission.

Further information and instructions for completing each part, such as generating the AI output and undertaking the critique, will be provided on the unit Moodle site (under Assessment 1 information) and in tutorials (including working demonstrations and examples).

Your final report should include:

- A clear introduction which provides the purpose and intent of the report, and justification for the issue
- A body of the report which presents and discusses:
 - a range of appropriate epidemiological measures to critically demonstrate the population health data (e.g. prevalence, incidence or other trends) of the health issue on the Australian population as a whole and within or between different population groups of relevance (i.e. differential impacts based on, for instance, age, gender, geographic location, occupation, etc.)
 - a range of appropriate epidemiological information to critically discuss the population health impacts (e.g. health and social impacts and outcomes) of the health issue on the Australian population as whole, and within or between different population groups of relevance (i.e. differential impacts based on, for instance, age, gender, geographic location, occupation, etc.)
 - the use of appropriate data visualisation which contribute to the effective communication of the issue.
- A clear and concise conclusion.

See the unit Moodle site for full task guidelines and rubric.

Generative AI and this Assessment

Level 3: AI Collaboration. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

Further support

If you require further academic support with this assignment, please utilise the range of resources available through the CQUniversity [Library](#) and [Academic Learning Centre \(ALC\)](#) for support with academic skills including:

- understanding and interpreting assessment task requirements and rubrics
- researching (including developing effective search terms, and effectively utilising search databases)
- writing (including paraphrasing, synthesising, critical appraisal)
- referencing (including what, how and where to reference appropriately)

Assessment Due Date

Week 6 Wednesday (15 Apr 2026) 4:00 pm AEST

Return Date to Students

Week 8 Wednesday (6 May 2026)

Two weeks following due date.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

See the marking rubric on the Moodle site (under Assessment 1 information) for further details of the levels of attainment (e.g. HD, D, C, P, F) for the criteria.

Relevance (40% / 20 marks) (i.e. the appropriateness and context of the content)

- Breadth and appropriateness of information requested for the original GenAI output (Part A1), and included in the critique (Part B) and final report (Part C)
- Discussion demonstrating the epidemiological context and health impacts of the health issue for the Australian population and identified at-risk groups
- Incorporation of data visualisations to illustrate the epidemiological measures and impacts of the health issue

Validity (40% / 20 marks) (i.e. the strength of the evidence and quality of references)

- Depth and extent of research and analysis, demonstrated by the critique of the GenAI output (Part B) and the sufficiency and quality of evidence and references incorporated into the final report (Part C)
- Contextual and factual accuracy of the final report (Part C)
- Originality of the critique (Part B) and final report (Part C)

Organisation and Presentation (20% / 10 marks) (i.e. the structure, writing and referencing)

- Overall quality and cohesion of the reports
- Clarity and logic of the structure, synthesis and flow of information including visualisations
- Use of subheadings or template(s) if used
- Three required components submitted
- Style and formatting in accordance with required academic standards and assessment task requirements
- Writing – clarity, fluency and consistency of academic or professional communication appropriate for the intended audience
- Writing - spelling, punctuation and grammar
- Accurate referencing style

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit all three parts (either as a single file or three separate files) to the Assessment 1 submission link under the 'Assessments' tile on the unit Moodle page. Submissions will be accepted in MS Word only.

Learning Outcomes Assessed

- Understand, interpret and communicate epidemiological data relating to the measurement of health, wellness and disease
- Interpret epidemiological data and practice within social and cultural contexts, theories and frameworks for effective and ethical knowledge transfer and exchange
- Evaluate epidemiological investigations and sources of epidemiological data to identify inequities, enable change and advocate for health
- Apply ethical and professional practice capabilities in the use and communication of epidemiological information, including ethical use of generative Artificial Intelligence (genAI) and collaboration capabilities.

2 Project proposal

Assessment Type

Project (applied)

Task Description

In your professional life, you may use your knowledge of epidemiology to develop project applications for a variety of reasons including investigative or experiential research, or applied community-based research such as a community needs assessments or evaluations community-based programs. This may involve developing proposal and funding applications outlining your plans for your employer or external bodies. You will most often do this as part of a collaborative team. This assessment is a practical application of that kind of task.

In this assessment task, you are required to research and write a project proposal as part of a team. The proposal will be to explore the health of a population related to a topic from assessment 1. There are two components to this task:

1. Part A - written project proposal (40%)
2. Part B - individual contribution to group work (10%)

See the Assessment 2 information, under the 'Assessments' tile on the unit Moodle site, for more detailed assessment information and criteria for these components.

To develop the task, your team should:

- complete the 'Team Charter' (template available on the unit Moodle site, under the Assessment 2 information)
- synthesise a review of literature related to the topic, leading to the identification and justification of a gap in current knowledge/practice - i.e. a research question to be addressed
- formulate a key research question. It is strongly advisable you check this with the Unit Coordinator to ensure appropriateness and feasibility
- develop an evidence-based proposal (i.e. based on theory and research to justify your design, methods and ethical considerations)
- complete your written proposal using the 'Project Proposal Template' (available on the unit Moodle site, under the Assessment 2 information)
- keep group meeting agendas and minutes, and submit these and your team charter along with your written proposal.

See the unit Moodle site for full task guidelines and templates.

Group work information

This task is a group-based task. Further information about group formation will be provided on the unit Moodle page and in tutorials by week 6 of term, and you will be facilitated to form groups. Please check the Moodle site throughout the term for updates and information about this.

You will be supported in the management of your group work through resources such as the 'Team Charter' and the requirement to keep a folio of group meeting agendas and minutes. Templates and exemplars will be available to illustrate these tools to support you.

As this is a group task, all group members accept the shared responsibility for the academic integrity of the work upon submission. All group members will receive the same marks for the task output (written proposal). A proportion of marks is allocated for individual contribution to the project, which may be differential among group members. In exceptional circumstances, a student may apply to the Unit Coordinator for a differential mark for the task output but must have thorough documentary evidence to support the application.

Generative AI and this Assessment

Level 2: AI Planning. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Further support

If you require further academic support with this assignment, please utilise the range of resources available through the CQUniversity [Library](#) and [Academic Learning Centre \(ALC\)](#) for support with academic skills including:

- understanding and interpreting assessment task requirements and rubrics
- researching (including developing effective search terms, and effectively utilising search databases)
- writing (including paraphrasing, synthesising, critical appraisal)
- referencing (including what, how and where to reference appropriately)

Assessment Due Date

Exam Week Wednesday (10 June 2026) 4:00 pm AEST

Return Date to Students

Two weeks following completion of the task

Weighting

50%

Assessment Criteria

See the marking rubric on the Moodle site (under Assessment 2 information) for further details of the levels of attainment (e.g. HD, D, C, P, F) for the criteria.

WRITTEN REPORT (80% / 40 marks)

- Relevance (30% / 15 marks) (i.e. the appropriateness and context of the content)
- Validity (30% / 15 marks) (i.e. the strength of the evidence and quality of references)
- Organisation and Presentation (20% / 10 marks) (i.e. the structure, writing and referencing)

INDIVIDUAL CONTRIBUTION (20% / 10 marks)

- Contribution to the team (effectiveness, timeliness, equity and accountability, communication and interpersonal engagement)

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

No submission method provided.

Submission Instructions

Please submit the final report, group charter, and team meeting minutes and agendas to the Assessment 2 submission link under the 'Assessments' tile on the Moodle page. There will be a submission link set up for each group; only one copy of the submission is required per group (i.e. each individual group member is not required to submit a separate copy). Submissions will be accepted in MS Word only.

Learning Outcomes Assessed

- Interpret epidemiological data and practice within social and cultural contexts, theories and frameworks for effective and ethical knowledge transfer and exchange
- Argue for a population health outcome using relevant research methods and approaches
- Apply ethical and professional practice capabilities in the use and communication of epidemiological information, including ethical use of generative Artificial Intelligence (genAI) and collaboration capabilities.

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