



PBHL11002 *Public Health and Chronic Disease*

Term 2 - 2019

Profile information current as at 01/05/2024 01:22 pm

All details in this unit profile for PBHL11002 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

Chronic diseases such as diabetes, asthma and heart disease are the leading causes of death and disability in Australia. From a public health perspective, the prevention of chronic disease is of fundamental importance and is a core skill set for any public health professional. This unit provides an introduction to public health and chronic disease. It will examine biological determinants, the influence of social factors on incidence and prevalence, and behavioural and environmental factors found to be conducive to the development and growth of chronic disease in Australia. Students will also explore individual and population level interventions aimed at reducing chronic disease.

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 2 - 2019

- 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: 20%

2. **Online Quiz(zes)**

Weighting: 30%

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 student evaluation survey

Feedback

List the unit text book as 'prescribed' rather than supplementary as it was very helpful in completing the assessment tasks

Recommendation

The text book will remain as 'supplementary' however a note will be added on the unit profile stating that it is recommended that students purchase this text if they do not already own an anatomy and physiology textbook.

Feedback from Student email

Feedback

Include activities in the Workbook that more closely relate to the questions in the quizzes

Recommendation

The Workbook activities will be changed to better relate to the questions in the quizzes for 2019.

Unit Learning Outcomes

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

1. Describe risk factors and aetiology for lifestyle related chronic diseases.
2. Collaborate with others to explain the impact of chronic diseases in the context of individual and population health.
3. Identify and analyse primary, secondary and tertiary prevention approaches for lifestyle related chronic diseases.
4. Identify and analyse upstream determinants of health impacting on lifestyle related chronic diseases.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|------------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Group Discussion - 20% | • | • | • | • |
| 2 - Online Quiz(zes) - 30% | • | | | |
| 3 - Written Assessment - 50% | | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Textbooks and Resources

Textbooks

PBHL11002

Supplementary

Pathophysiology made incredibly visual

Edition: Third (2016)

Authors: Lippincott Williams & Wilkins

Lippincott Williams & Wilkins

Philadelphia , PA , USA

ISBN: ISBN 9781496321671

Binding: Paperback

Additional Textbook Information

This text is recommended but not compulsory. If students already have an Anatomy and Physiology textbook they can refer to the relevant sections in their own textbook during the term.

[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

Referencing Style

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

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Anthea Oorloff Unit Coordinator

a.oorloff@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------------------------------------------------------------------------------------|---------|------------------------------|
| Introduction to unit: understanding chronic diseases from biological, social, economic and political perspectives | | |

Week 2 - 22 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------------------------------------------|---------|------------------------------|
| History of chronic diseases becoming medically and politically relevant | | |

Week 3 - 29 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|--------------------|------------------------------|
| Cardiovascular diseases | Workbook Chapter 1 | |

Week 4 - 05 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--------------------|-----------------------------------------|
| Cancer | Workbook Chapter 2 | Quiz related to cardiovascular diseases |

Week 5 - 12 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------|--------------------|------------------------------|
| Type 2 Diabetes | Workbook Chapter 3 | Quiz related to cancer |

Vacation Week - 19 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 26 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------|--------------------|---------------------------------|
| Asthma and COPD | Workbook Chapter 4 | Quiz related to Type 2 Diabetes |

Week 7 - 02 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------------|--------------------|---------------------------------|
| Arthritis and musculoskeletal conditions | Workbook Chapter 5 | Quiz related to asthma and COPD |

Week 8 - 09 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------|--------------------|----------------------------------------------------------|
| Mental health | Workbook chapter 6 | Quiz related to arthritis and musculoskeletal conditions |

Week 9 - 16 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--------------------|-------------------------------|
| Dementia | Workbook chapter 7 | Quiz related to mental health |

Week 10 - 23 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------|
| Primary, secondary and tertiary prevention and upstream determinants of health | | Group Discussion Due: Week 10 Monday (23 Sept 2019) 11:45 pm AEST |

Week 11 - 30 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------------------------------|---------|------------------------------|
| Common lifestyle behaviours targeted in prevention schemes | | |

Week 12 - 07 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------------------------|---------|------------------------------|
| Policy approaches to prevention of chronic diseases | | |

Review/Exam Week - 14 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------------------------------------------------------------|
| | | Written Assessment Due: Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST |

Exam Week - 21 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment Tasks

1 Group Discussion

Assessment Type

Group Discussion

Task Description

Submit your five (5) best discussion board posts from weeks 3-9 (up to 2000 words in total). Each post must be from a different week and demonstrate how you have contributed to the learning of others regarding the impact of chronic diseases.

Assessment Due Date

Week 10 Monday (23 Sept 2019) 11:45 pm AEST

Return Date to Students

Week 12 Tuesday (8 Oct 2019)

Weighting

20%

Minimum mark or grade

45%

Assessment Criteria

Your discussion posts will be marked according to their relevance to the content in weeks 3-9 and to their consistency to the conversation within the discussion board to promote learning of self and others. See the Moodle site for a detailed marking rubric.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe risk factors and aetiology for lifestyle related chronic diseases.
- Collaborate with others to explain the impact of chronic diseases in the context of individual and population health.
- Identify and analyse primary, secondary and tertiary prevention approaches for lifestyle related chronic diseases.
- Identify and analyse upstream determinants of health impacting on lifestyle related chronic diseases.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

There are six (6) quizzes conducted throughout the term related to content in weeks 3-8. Each quiz is open-book and contains ten (10) multiple choice questions. Completion of each quiz is done online. Each quiz contributes a possible 5 marks (5%) towards the final grade for the unit.

Only one attempt is possible on each quiz and **once a quiz has closed no further attempts can be made**. Late penalties are not applicable and failure to complete a quiz by the close date will result in a mark of zero for that quiz.

Quiz 1 - **closes Friday 9th August** (Week 4)

Quiz 2 - **closes Friday 16th August** (Week 5)

Quiz 3 - **closes Friday 30th August** (Week 6)

Quiz 4 - **closes Friday 6th September** (Week 7)

Quiz 5 - **closes Friday 13th September** (Week 8)

Quiz 6 - **closes Friday 20th September** (Week 9)

Number of Quizzes

6

Frequency of Quizzes

Assessment Due Date

Friday at 11.45pm in Weeks 4, 5, 6, 7, 8, 9

Return Date to Students

Results will be released immediately after the close of each quiz.

Weighting

30%

Assessment Criteria

Each multiple choice question will be worth 0.5 mark.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe risk factors and aetiology for lifestyle related chronic diseases.

Graduate Attributes

- Problem Solving
- Information Literacy
- Information Technology Competence

3 Written Assessment

Assessment Type

Written Assessment

Task Description

Undertake a Fact Check on a current Public Health issue. Details of this issue will be provided on the unit Moodle site. Your Fact Check needs to include answers to the following questions:

- what evidence is there for the claim?
- what evidence disputes the claim?
- what are alternative explanations?
- Is it true, false or possible/plausible?

Your Fact Check should be **1500-2000 words** (without references).

Assessment Due Date

Review/Exam Week Monday (14 Oct 2019) 11:45 pm AEST

Return Date to Students

The results of this final assignment will be released with release of Term 2 grades

Weighting

50%

Assessment Criteria

Your Fact Check will be marked according to the level of critical analysis of relevant sources; consistency of argument in regards to alternative explanations and conclusions. See the Moodle site for a detailed marking rubric.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify and analyse primary, secondary and tertiary prevention approaches for lifestyle related chronic diseases.
- Identify and analyse upstream determinants of health impacting on lifestyle related chronic diseases.

Graduate Attributes

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