



# PBHL12001 Communicable Diseases and Public Health

## Term 1 - 2019

Profile information current as at 01/05/2024 10:33 pm

All details in this unit profile for PBHL12001 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

The prevention of disease is recognised internationally as being of fundamental importance to quality of life and is a core skillset for any public health professional. This unit covers the important public health topic of communicable diseases and their control. Students will learn the value of participation by engaging in team activities and tutorial activities. They will learn about prevention by exploring the aetiologies, risk factors, epidemiological trends and underlying issues relating to a wide range of communicable diseases. Students will critique the public health literature and public health campaigns to discover the importance of partnerships in the effective control of communicable diseases. Topics will include the aetiology, transmission, epidemiological trends and control strategies relating to a range of communicable diseases, including enteric, vaccine preventable and sexually transmitted infections. The impact of communicable disease upon individual and population health will be explored, with particular emphasis on the indigenous community and global context. Students will develop skills in disease surveillance and/or the prevention or management of disease outbreaks. Residential school will be compulsory for Environmental Health students but optional for Health Promotion and other students.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

48 credit points

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 - 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. **Online Test**

Weighting: 15%

2. **Online Test**

Weighting: 15%

3. **Online Test**

Weighting: 15%

4. **Written Assessment**

Weighting: 55%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Unit evaluation

##### **Feedback**

Residential School was the main topic discussed in the Unit evaluation. Responses were overwhelmingly positive however a number were tempered by suggesting that it would have been good to get out of the classroom and some activities could have been delivered via Zoom.

##### **Recommendation**

\* Incorporate site visit to Water Treatment Plant in 2019 to support disease outbreak investigation activity. \* Consider delivering sessions on epidemiological statistics via Zoom prior to residential school with only a short refresher face to face.

#### Feedback from Unit evaluation and personal observation

##### **Feedback**

IT problems during residential school

##### **Recommendation**

Prior to the next use of the space, some work needs to be undertaken to ensure the facilities are working correctly (particularly the monitors on the student tables).

## Unit Learning Outcomes

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

1. Describe risk factors and aetiology for a range of communicable diseases important to public health.
2. Explain the impact of communicable diseases in the context of individual and population health.
3. Identify and analyse primary, secondary and tertiary approaches for the prevention and control of communicable diseases.
4. Evaluate the social and cultural impact of notifiable diseases.
5. Explain the methods of measurement, monitoring, prioritisation and surveillance of communicable disease and how they are used to safeguard public health.

The learning outcomes of this unit relate to the enHealth Skills and Knowledge Matrix:

**Part 1-** all generic attributes

**Part 2-** underpinning skills and knowledge in the areas of

- **Science**

- basic human anatomy and physiology related to identifying disease causation and exposure pathways
- microorganisms of significance for human health
- transmission mechanisms and likely carriers
- infective dose levels

- **Public & Environmental Health Concepts**

- The points of impact to influence environmental health determinants and related methods of impact

- **Research methods**

- Effective design and implementation of studies, policies and programs to protect public and environmental health and minimise risks

**Part 3-** Applied Skills and Knowledge

- Prevention and control of notifiable and communicable conditions.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Test - 15%	•	•	•		
2 - Online Test - 15%	•	•	•		•
3 - Online Test - 15%	•	•	•	•	•
4 - Written Assessment - 55%		•	•	•	

### 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 - Aboriginal and Torres Strait Islander Cultures					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Test - 15%	•		•	•		•				
2 - Online Test - 15%	•		•	•		•				
3 - Online Test - 15%	•		•	•		•				

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
4 - Written Assessment - 55%	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

PBHL12001

#### Prescribed

##### Applied Communicable Disease Control

Edition: 1st (2018)

Authors: Liza Cragg, Will Nutland and James Rudge

Open University Press, McGraw Hill Education

Maidenhead , Berkshire , United Kingdom

ISBN: 9780335262922

Binding: Paperback

PBHL12001

#### Prescribed

##### Control of Communicable Diseases

Edition: 20th edn (2015)

Authors: Heymann, DL

American Public Health Association

Waldorf , MD , USA

ISBN: 9780875530185

Binding: Paperback

#### Additional Textbook Information

Control of Communicable Diseases Manual is also available in electronic format from

<https://ccdm.aphapublications.org/pages/subscriptions> . A one year subscription costs US\$65 and will include any content updates that occur in that year. If you choose not to renew your subscription, you will still be able to use a copy of the book you download but will not receive future updates.

Paper copies of both texts can be purchased at 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)

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Robyn Preston** Unit Coordinator

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**Lisa Bricknell** Unit Coordinator

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## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disease transmission and the immune response		

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disease transmission and the immune response		

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Enteric diseases	Noah, N (2006) Chapter 16: Gastrointestinal infections and food poisoning	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Parasitic diseases		

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Vaccine preventable diseases	Noah, N (2006) Section 3: Vaccines	

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Quiz 1 - Fundamentals of communicable disease control, enteric and parasitic diseases</b> Due: Vacation Week Monday (15 Apr 2019) 9:00 am AEST

### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Vaccine preventable diseases- cont'd		

### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Sexually transmitted infections		

### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
HIV		<b>Quiz 2- Immunisation and vaccine preventable diseases</b> Due: Week 8 Tuesday (7 May 2019) 9:00 am AEST

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

Disease surveillance & epidemiology	Noah, N (2006) Section 1: Surveillance Noah, N (2006) Section 2: Outbreaks (prior to residential school)	Residential School for Environmental Health majors (optional for all other students) <b>13-15 May 2019</b>
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### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Public Health interventions- historical approaches	Noah, N (2006) Chapter 18 HIV & sexually transmitted infections	

### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Public Health interventions - contemporary approaches and future directions		<b>Quiz 3- Sexually transmitted infections and HIV</b> Due: Week 11 Monday (27 May 2019) 9:00 am AEST

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Diseases of emerging public health concern		

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Report</b> Due: Review/Exam Week Tuesday (11 June 2019) 11:45 pm AEST

### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

Residential for this unit will be held in Week 9, from 13 to 15 May. This Residential School is compulsory for students specialising in Environmental Health. Other students are also welcome to participate but attendance is not compulsory.

## Assessment Tasks

### 1 Quiz 1 - Fundamentals of communicable disease control, enteric and parasitic diseases

#### Assessment Type

Online Test

#### Task Description

- The quiz will open on the Monday of Week 5 and remain open until 9:00am on the following Monday (Vacation Week).
- There is no time limit to complete the quiz and you can save your quiz and return to it later (while the quiz is available)
- You will get your final result from the quiz showing which questions you got right or wrong. This will let you know what areas you need to study/revise.
- You should choose the most correct answer.

#### Assessment Due Date

Vacation Week Monday (15 Apr 2019) 9:00 am AEST

#### Return Date to Students

Results will be available once the quiz has closed.

**Weighting**

15%

**Assessment Criteria**

This quiz will assess the student's knowledge of the principles of disease causation, disease transmission and the aetiology, prevention and control of enteric and parasitic diseases.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Describe risk factors and aetiology for a range of communicable diseases important to public health.
- Explain the impact of communicable diseases in the context of individual and population health.
- Identify and analyse primary, secondary and tertiary approaches for the prevention and control of communicable diseases.

**Graduate Attributes**

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

## 2 Quiz 2- Immunisation and vaccine preventable diseases

**Assessment Type**

Online Test

**Task Description**

- The quiz will become available at 9:00am on the Monday of Week 7 and remain open until 9:00am on Tuesday of Week 8.
- There is no time limit to complete the quiz and you can save your quiz and return to it later (while the quiz is available)
- You will get your final result from the quiz showing which questions you got right or wrong. This will let you know what
- areas you need to study/revise.
- You should choose the most correct answer.

**Assessment Due Date**

Week 8 Tuesday (7 May 2019) 9:00 am AEST

**Return Date to Students**

Results will be available once the quiz has closed.

**Weighting**

15%

**Assessment Criteria**

This quiz will assess the student's knowledge of the principles of vaccination, the immune response and the aetiology of vaccine preventable diseases.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Describe risk factors and aetiology for a range of communicable diseases important to public health.
- Explain the impact of communicable diseases in the context of individual and population health.
- Identify and analyse primary, secondary and tertiary approaches for the prevention and control of communicable diseases.
- Explain the methods of measurement, monitoring, prioritisation and surveillance of communicable disease and



how they are used to safeguard public health.

#### **Graduate Attributes**

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

### **3 Quiz 3- Sexually transmitted infections and HIV**

#### **Assessment Type**

Online Test

#### **Task Description**

- The quizzes will become available at 9:00am on the Monday of Week 9 and remain open until 9:00am on the Monday of Week 11 to allow students time to attend residential school.
- There is no time limit to complete the quiz and you can save your quiz and return to it later (while the quiz is available)
- You will get your final result from the quiz showing which questions you got right or wrong. This will let you know what areas you need to study/revise.
- You should choose the most correct answer.

#### **Assessment Due Date**

Week 11 Monday (27 May 2019) 9:00 am AEST

#### **Return Date to Students**

Results will be available once the quiz has closed

#### **Weighting**

15%

#### **Assessment Criteria**

This quiz will assess the student's knowledge of the aetiology, prevention and control of sexually transmitted infections and HIV.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Describe risk factors and aetiology for a range of communicable diseases important to public health.
- Explain the impact of communicable diseases in the context of individual and population health.
- Identify and analyse primary, secondary and tertiary approaches for the prevention and control of communicable diseases.
- Evaluate the social and cultural impact of notifiable diseases.
- Explain the methods of measurement, monitoring, prioritisation and surveillance of communicable disease and how they are used to safeguard public health.

#### **Graduate Attributes**

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

### **4 Report**

#### **Assessment Type**

Written Assessment

#### **Task Description**

There are two options for this assessment task. Option 1 is for Environmental Health students and students from other disciplines who have attended residential school for this unit. Option 2 is for Health Promotion students and students from other disciplines who have not attended residential school.

### **Option 1: Environmental Health majors and other students who have attended residential school**

While at residential school, you will be involved in the investigation of a simulated outbreak of a communicable disease. For this assignment, you will write a report including:

1. a description of the disease, its aetiology and the mechanism of the outbreak
2. factors leading to the outbreak
3. the actions taken to control the spread of the disease
4. a critical evaluation of these actions
5. future public health interventions that could prevent the outbreak from reoccurring.

Although you will work as a team while investigating the outbreak, you will need to submit an individual report. Students will be evaluated on their critical evaluation of the outbreak, drawing on the core themes and topics presented throughout the unit. If you use any information provided by your team members, you should reference these appropriately in your report. Report writing will be addressed at residential school and an exemplar will be provided on Moodle.

Word count: 2500- 3000 words

### **Option 2: Health Promotion majors**

For this assignment, you will need to write a report which argues for a Communicable Disease to be given priority as part of a State Health Strategy. Students will need to select a disease (HIV or Viral Hepatitis or a Sexually Transmitted Infection) and a priority population 'of concern' from the Kirby Institute's 2018 Annual Surveillance Report based on trends in diagnosis, prevalence and morbidity. Examples of diseases and priority populations will be provided on Moodle and discussed in the Assessment 4 online Zoom session.

The report will include the following:

1. a background to the disease, including
  - the nature of the problem (description of the disease and a brief aetiology);
  - the extent of the problem (trends in diagnosis, prevalence and morbidity); and
  - the risk factors and protective factors.
2. a description of the population of concern, including
  - a definition of the population group at risk;
  - an explanation of the extent of the problem in the population group (eg. trends in diagnosis, prevalence and morbidity); and
  - an investigation of the factors contributing to trends in population group.
3. a rationale for inclusion in State policy, including
  - the impact of the disease (eg. cost to individuals and community); and
  - the potential for prevention and early intervention in reducing this burden.

### **Assessment Due Date**

Review/Exam Week Tuesday (11 June 2019) 11:45 pm AEST

### **Return Date to Students**

After confirmation of grades

### **Weighting**

55%

### **Minimum mark or grade**

You must achieve a minimum grade of 50% for this item, in addition to an overall composite grade of 50% or greater, to be eligible to pass this unit.

### **Assessment Criteria**

#### **Option 1: Environmental Health majors and other students who have attended residential school**

#### **Relevance (30%)**

- summarises relevant disease information from credible and reputable sources
- report is relevant to the disease under investigation
- interventions are appropriate
- interventions are thoroughly explained
- effectiveness of the intervention is evaluated
- public health interventions to prevent future outbreaks are presented

#### **Validity (50%)**

- depth and extent of discussion of the investigation

- evaluation is thorough and logically presented
- accuracy of the information used to support statements
- recommendations for future public health interventions have been based on critical thought, analysis of the evidence and synthesis of new ideas
- depth and range of research

#### **Organisation (10%)**

- structure and flow of information
- coherence and clarity of expression (spelling, grammar, syntax)
- all sources attributed

#### **Presentation (10%)**

- style and formatting of report
- typographical matters (types, font, headings etc)
- referencing is consistent and in accordance with Harvard style
- length

### ***Option 2: Health Promotion majors and other students not attending residential school***

#### **Relevance (30%)**

- summarises relevant disease information from credible and reputable sources
- population group is appropriate and justified
- impact of disease is thoroughly explained
- potential for prevention and early intervention in reducing burden has been thoroughly explored

#### **Validity (50%)**

- depth and extent of discussion of the disease, priority population and rationale for inclusion
- argument for rationale is thorough and logically presented
- accuracy of the information used to support statements
- depth and range of research

#### **Organisation (10%)**

- structure and flow of information
- coherence and clarity of expression (spelling, grammar, syntax)
- all sources attributed

#### **Presentation (10%)**

- style and formatting of report
- typographical matters (types, font, headings etc)
- referencing is consistent and in accordance with Harvard style
- length

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Explain the impact of communicable diseases in the context of individual and population health.
- Identify and analyse primary, secondary and tertiary approaches for the prevention and control of communicable diseases.
- Evaluate the social and cultural impact of notifiable 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