



PBHL12001 Communicable Diseases and Public Health

Term 1 - 2024

Profile information current as at 15/05/2024 09:40 am

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 - 2024

- 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 Personal reflection

Feedback

Communicable disease management is evolving.

Recommendation

Continue revising learning materials to include emerging issues relating to communicable diseases.

Feedback from Personal reflection

Feedback

Videoconference was problematic during Residential School.

Recommendation

Consult TASAC prior to running videoconferences during residential school.

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

[illegible]

Textbooks and Resources

Textbooks

PBHL12001

Prescribed

Control of Communicable Diseases Manual

Edition: 20 (2015)

Authors: David L Heymann

APHA Press

Washington , DC , USA

Binding: Paperback

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom Capacity (microphone required; webcam optional)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Lisa Bricknell Unit Coordinator

l.bricknell@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Introduction to communicable disease and the principles of disease causation | <p>Cragg (2018). A brief history of the development of communicable disease control. edited by Cragg, Nutland, and Rudge. Applied Communicable Disease Control. (Link in eReading)</p> <p>Hill. (2015). The environment and disease: association or causation? (Reprinted from JRSM, vol 58, 1965). Journal of the Royal Society of Medicine, 108(1), 32-37. https://doi.org/10.1177/0141076814562718</p> <p>Reading 1-2 Gerstman, B. B (2003) "Causal Concepts", in Gerstmann, B. Burt Epidemiology Kept Simple: An Introduction to Traditional and Modern Epidemiology, Second Edition, pp 33-48, John Wiley & Sons Inc. (Link in Readings)</p> <p>Reading 1-1 Pennington, H. (2014). Five diseases that are worse than Ebola. Prospect, October 2014. (Link in eReadings)</p> | |

Week 2 - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Communicable Diseases and Social Determinants of Health, Emergencies, and Disasters | <p>Bambra. (2022). Pandemic inequalities: emerging infectious diseases and health equity. <i>International Journal for Equity in Health</i>, 21(1), 6–6. https://doi.org/10.1186/s12939-021-01611-2</p> <p>Butler-Jones, & Wong, T. (2016). Infectious disease, social determinants and the need for intersectoral action. <i>Canada Communicable Disease Report</i>, 42(S1), S1-S1–20. https://doi.org/10.14745/ccdr.v42is1a04</p> <p>Connolly, Gayer, M., Ryan, M. J., Salama, P., Spiegel, P., & Heymann, D. L. (2004). Communicable diseases in complex emergencies: impact and challenges. <i>The Lancet (British Edition)</i>, 364(9449), 1974–1983. https://doi.org/10.1016/S0140-6736(04)17481-3</p> <p>Braveman, & Gottlieb, L. (2014). The Social Determinants of Health: It's Time to Consider the Causes of the Causes. <i>Public Health Reports</i> (1974), 129(Suppl 2), 19–31. https://doi.org/10.1177/003335491412915206</p> | |

Week 3 - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------|---|------------------------------|
| Enteric diseases | <p>Read Section 3 Diseases from the Communicable Disease Control and Health Protection Handbook by Hawker et al. (2019) for the following diseases. You can access this book online using the eReading list tab.</p> <p>Alternatively, you can read about these diseases from the Control of Communicable Disease Manual by Heymann (2015), if you have a copy of the book.</p> | |

Week 4 - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------|---|------------------------------|
| Parasitic Diseases | <p>Read Section 3 Diseases from the Communicable Disease Control and Health Protection Handbook by Hawker et al. (2019) for the following diseases. You can access this book online using the eReading list tab.</p> <p>Alternatively, you can read about these diseases from the Control of Communicable Disease Manual by Heymann (2015), if you have a copy of the book.</p> | |

Week 5 - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---|--|
| Vaccine Preventable Diseases | <p>Read Section 3 Diseases from the Communicable Disease Control and Health Protection Handbook by Hawker et al. (2019) for the following diseases. You can access this book online using the eReading list tab</p> <p>Alternatively, you can read about these diseases from the Control of Communicable Disease Manual by Heyman (2015), if you have a copy of the book.</p> | <p>Assessment 1: Fundamentals of communicable disease control, enteric and parasitic diseases</p> <p>Due: Week 5 Friday (5 Apr 2024) 9:00 am AEST</p> |

Vacation Week - 08 Apr 2024

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

Week 6 - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|---|------------------------------|
| Sexually Transmitted Infections | <p>Noah, N (2006) Chapter 18 (link in eReading list)</p> <p>Read Section 3 Diseases from the Communicable Disease Control and Health Protection Handbook by Hawker et al (2019).</p> <p>Unemo, M., Bradshaw, C. S., Hocking, J. S., de Vries, H. J., Francis, S. C., Mabey, D., ... & Fairley, C. K. (2017). Sexually transmitted infections: challenges ahead. The Lancet infectious diseases, 17(8), e235-e279.</p> <p>A Review of Sexually Transmitted Infections in Australia-Considerations in 2018. Academic forensic pathology, 8(4), 938-946.</p> | |

Week 7 - 22 Apr 2024

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

HIV

Read the entries in your textbook Cragg et al (2018) for **HIV Infection and AIDS**.

Mitchell, L et al (eds) Chapter 37 HIV Intro and Epidemiology Oxford Handbook of Genitourinary Medicine, HIV, and Sexual Health, Oxford: Oxford University Press. pp449-456 (e-book link in Readings)

Holt, M. (2017). Progress and challenges in ending HIV and AIDS in Australia. *AIDS and Behavior*, 21(2), 331-334.

Stewart, J., & Baeten, J. M. (2020). Preventing Disease, Not Sex—Harm Reduction, HIV Preexposure Prophylaxis, and Sexually Transmitted Infections. *JAMA Network Open*, 3(12), e2031102-e2031102.

Okoli, C., Van de Velde, N., Richman, B., Allan, B., Castellanos, E., Young, B., ... & de Los Rios, P. (2021). Undetectable equals untransmittable (U= U): awareness and associations with health outcomes among people living with HIV in 25 countries. *Sexually transmitted infections*, 97(1), 18-26.

Week 8 - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Introduction to disease surveillance and observational Studies | Cragg, Nutland & Rudge (2018) Chapter 4 | Assessment 2: Immunisation and vaccine preventable diseases Due: Week 8 Monday (29 Apr 2024) 9:00 pm AEST |

Week 9 - 06 May 2024

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

Communicable Disease Control
and Surveillance - residential
school

**Residential School for
Environmental Health**

majors (optional for all other
students), Rockhampton
Campus 8:30 am-4:30 pm 8-10
May 2024.

Students who are not attending
residential school should use
this week to start working on
their assessment 4 and revise
materials for week 8 on
surveillance and observational
studies.

Week 10 - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Public Health Interventions - historical and contemporary approaches | Tognotti, E., 2013, Lessons from the History of Quarantine, from Plague to Influenza A., Emerging Infectious Diseases, 19(2) pp 254-259 Markel, H., 2014, Worldly approaches to global health: 1851 to the present, Public Health, 128(2), pp 124-128 Piret, J., & Boivin, G. 2021. Pandemics Throughout History, Frontiers in microbiology, 11(631736) https://doi.org/10.3389/fmicb.2020.631736 | |

Week 11 - 20 May 2024

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

Public Health Interventions -
emerging approaches

Brown, G., O'Donnell, D., Crooks, L., & Lake, R. 2014, Mobilisation, politics, investment and constant adaptation: lessons from the Australian health-promotion response to HIV. Health Promotion Journal Of Australia, 25(1)

McCaffery KJ, Dodd RH, Cvejic E, Ayre J, Batcup C, Isautier JMJ, Copp T, Bonner C, Pickles K, Nickel B, Dakin T, Cornell S, Wolf MS.2020. Health literacy and disparities in COVID-19-related knowledge, attitudes, beliefs and behaviours in Australia. Public Health Research & Practice. Loewenson, R., Colvin, C. J., Szabzon, F., Das, S., Khanna, R., Coelho, V. S. P., Gansane, Z., Yao, S., Asibu, W. D., Rome, N. & Nolan, E. 2021. Beyond command and control: A rapid review of meaningful community-engaged responses to COVID-19. Global Public Health, 1-15.

Assessment 3: Sexually transmitted infections and HIV
Due: Week 11 Monday (20 May 2024)
9:00 am AEST

Week 12 - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|---|
| Emerging Key Issues in Communicable Diseases | Sabin, N.S., Calliope, A.S., Simpson, S.V. et al. Implications of human activities for (re)emerging infectious diseases, including COVID-19. J Physiol Anthropol 39, 29 (2020). https://doi.org/10.1186/s40101-020-00239-5 Jones KE, Patel NG, Levy MA, Storeygard A, Balk D, Gittleman JL, Daszak P. Global trends in emerging infectious diseases. Nature. 2008 Feb 21;451(7181):990-3. doi: 10.1038/nature06536. Joseph A Lewnard, Arthur L Reingold, Emerging Challenges and Opportunities in Infectious Disease Epidemiology, American Journal of Epidemiology, Volume 188, Issue 5, May 2019, Pages 873-882, https://doi.org/10.1093/aje/kwy264 | Assessment 4: Report Due: Week 12 Friday (31 May 2024) 11:59 pm AEST |

Review/Exam Week - 03 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---------|------------------------------|
| Exam Week - 10 Jun 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Assessment Tasks

1 Assessment 1: Fundamentals of communicable disease control, enteric and parasitic diseases

Assessment Type

Online Test

Task Description

- Assessment 1 is an individual quiz consisting of multiple-choice questions. The questions will be selected randomly from a question bank to ensure academic integrity. Additionally, the choices for each question will be shuffled to prevent cheating.
- The quiz will include 15 multiple-choice questions covering the topics learned in weeks 1 to 4. You must choose the correct answer. You will have 60 minutes to complete them.
- The quiz cannot be paused, and you will only have one attempt to complete it. Therefore, having a reliable internet connection when taking the quiz is important.
- You may use your notes, lecture materials and cheat sheet to assist you. The quiz is available from 09:00 am AEST on Monday of week 4 until 09:00 am AEST on Friday of week 4.
- Your results and feedback on which questions you answered correctly or incorrectly will be released when the quiz closes. This feedback will help you identify which areas you need to revise.

Assessment Due Date

Week 5 Friday (5 Apr 2024) 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 Assessment 2: Immunisation and vaccine preventable diseases

Assessment Type

Online Test

Task Description

- Assessment 1 is an individual quiz consisting of multiple-choice questions. The questions will be selected randomly from a question bank to ensure academic integrity. Additionally, the choices for each question will be shuffled to prevent cheating.
- The quiz will include 15 multiple-choice questions covering the topics learned in weeks 5 to 6. You must choose

the correct answer. You will have 60 minutes to complete them.

- The quiz cannot be paused, and you will only have one attempt to complete it. Therefore, having a reliable internet connection when taking the quiz is important.
- You may use your notes, lecture materials and cheat sheet to assist you. The quiz is available from 09:00 am AEST on Monday of week 7 until 09:00 am AEST on Monday of week 8.
- Your results and feedback on which questions you answered correctly or incorrectly will be released when the quiz closes. This feedback will help you identify which areas you need to revise.

Assessment Due Date

Week 8 Monday (29 Apr 2024) 9:00 pm 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 Assessment 3: Sexually transmitted infections and HIV

Assessment Type

Online Test

Task Description

- Assessment 3 takes the form of short essay-style questions to assess your knowledge of the aetiology, prevention and control of sexually transmitted infections and HIV.
- There will be 5 short essay questions, each worth 3 marks. Answers should be brief (150-200 words), and marks will be deducted for exceeding the word limit.
- The questions will be available from 9:00 am on Monday of Week 10 until 9:00 am on Monday of Week 11.
- You will have 45 minutes to complete your responses. You cannot save your responses or pause the assessment to return to them later.
- You will receive your final result for the question in 1 week after it has been marked.

Assessment Due Date

Week 11 Monday (20 May 2024) 9:00 am AEST

Return Date to Students

Week 12 Friday (31 May 2024)

Results will be released online.

Weighting

15%

Assessment Criteria

This short essay format assessments 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 Assessment 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 that argues for HIV/AIDS or STIs to be given priority as part of a State Health Strategy.

You will use the Kirby report, which is available [here](#). The links to specific state policy/strategy documents will be on Moodle. You must refer to one of these strategies for your home state.

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 the 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

Week 12 Friday (31 May 2024) 11:59 pm AEST

Submit online through the unit Moodle page

Return Date to Students

After confirmation of grades

Weighting

55%

Minimum mark or grade

You must achieve a minimum grade of 50% for this assessment, 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