PBHL13001 *Public Health and Environmental Sustainability*

Term 1 - 2017

Profile information current as at 12/10/2024 07:01 pm

All details in this unit profile for PBHL13001 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 World Health Organisation has identified the link between anthropogenic environmental change and public health as an issue of significant concern and has engaged in a workplan with priorities to advocate and raise awareness, strengthen partnerships, enhance scientific evidence and strengthen health systems. This unit aims to develop an understanding of factors within the anthropogenic and natural environments that impact upon health outcomes, including environmentally transmitted diseases, climate change and sustainable development. Content will include an exploration of zoonotic diseases, vector borne conditions, emerging epidemiologic trends, community resilience and capacity building. Students will learn the value of participation through an exploration of community resilience and capacity building. Prevention will be emphasised as student learn about the aetiologies, risk factors, epidemiological trends and underlying environmental factors relating to a range of diseases of public health importance. The theme of partnership will be developed as they examine the issue of environmental sustainability and emerging environmental health issues while learning the importance of working with traditional and contemporary custodians of natural environments, collaborating with government and non-government agencies in creating healthy environmental policy.

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

96 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 - 2017

- Distance

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. **Online Test**
Weighting: 15%
2. **Online Test**
Weighting: 15%
3. **Group Discussion**
Weighting: 30%
4. **Written Assessment**
Weighting: 40%

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 Course evaluation and personal reflection

Feedback
More scaffolding for students without strong health or environmental backgrounds.

Recommendation
Introduce some additional introductory material in the first module or prior to the start of term to allow students who are taking the course as an elective to start with a basic understanding of important concepts.

Action
Development of new material was not possible but students were provided with additional guidance through Zoom tutorials to address these limitations.

Feedback from Course evaluation and personal reflection.

Feedback
More scaffolding of the seminar/article assessment tasks earlier in the term.

Recommendation
Add Collaborate sessions to highlight the necessary content and links/differences between the two tasks ealier in the term to highlight the relevance and requirements of these tasks.

Action
Zoom tutes to address these issues were provided prior to both assessment tasks to explain the approach.

Feedback from Course evaluation

Feedback
Earlier availability of materials, including recorded lectures.

Recommendation
From 2017, make all material available from the start of term to allow these advanced students to progress through their study at their own pace.

Action
All material was made available at the start of term, although issues with the change in Library search packages meant some links unexpectedly broke during the term.

Unit Learning Outcomes

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

1. Explain primary drivers of environmental change and how they interact to result in public health consequences.
2. Examine the aetiology and risk factors of environmentally transmitted diseases and conditions.
3. Evaluate the social-ecological framework as a means to build and maintain partnerships to address environmental health issues.
4. Predict and debate potential scenarios to respond to environmental health challenges based on current and emerging evidence.
5. Communicate information relating to emerging environmental health issues to a wide variety of audiences.

Content in this unit aligns with the enHealth Skills and Knowledge Matrix as follows:
Part 1- all generic skills
Part 2- underpinning skills and knowledge in the areas of:

- microbiology
- foundation and applied principles of natural and built environmental science
- science
- pubic and environmental health concepts
- research methods
- political, legislative and policy context
- risk assessment and management
- communication, cultural awareness and interpersonal skills

Part 3- applied skills and knowledge under the headings of

- Prevention and control of notifiable and communicable diseases
- Indigenous environmental health
- Sustainability and climate change

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 - Online Test - 15%		•			
2 - Online Test - 15%		•			
3 - Group Discussion - 30%	•		•	•	•
4 - Written Assessment - 40%	•		•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5

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 - Group Discussion - 30%	•	•	•	•	•		•	•		
4 - Written Assessment - 40%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

PBHL13001

Prescribed

Environment, Health and Sustainable Development
(2006)
Authors: Landon, Megan
Open University Press, McGraw Hill Education
Maidenhead , Berkshire , United Kingdom
ISBN: 9780335218417
Binding: Paperback

Additional Textbook Information
This text is also available in electronic form from Google Books and is suitable for Mac, PC, Android devices and iOS devices (iPhone and iPad). The electronic version is significantly cheaper than the paperback edition.

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

Lisa Bricknell Unit Coordinator
l.bricknell@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental sustainability and driving forces behind environmental change.	Landon, M (2004) Chapter 2	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental sustainability and driving forces behind environmental change.	Landon, M (2004) Chapter 3	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Environmental sustainability and driving forces behind environmental change.	Landon, M (2004) Chapter 4	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Impacts of environmental change upon public health	Landon, M (2004) Chapter 5	**Quiz 1: Sustainability and driving forces behind environmental change** Due: Week 4 Friday (31 Mar 2017) 5:00 pm AEST

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Impacts of environmental change upon public health	Landon, M (2004) Chapter 6 & 7	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Impacts of environmental change upon public health	Landon, M (2004) Chapter 8 & 10	**Quiz 2: Impacts of environmental change upon public health** Due: Week 6 Friday (21 Apr 2017) 5:00 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Responding to emerging environmental health challenges	Landon, M (2004) Chapter 11	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Responding to emerging environmental health challenges	Landon, M (2004) Chapter 12	Assesment Task 3: Seminars

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Responding to emerging environmental health challenges	Landon, M (2004) Chapter 13	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Responding to emerging environmental health challenges	Landon, M (2004) Chapter 14	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Responding to emerging environmental health challenges		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Responding to emerging environmental health challenges		

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Discussion paper Due: Review/Exam Week Friday (9 June 2017) 11:45 pm AEST

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Quiz 1: Sustainability and driving forces behind environmental change

Assessment Type
Online Test

Task Description

- The quiz will open on the Friday of Week 3 and remain open until 5:00pm on the Friday of Week 4.
- 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 4 Friday (31 Mar 2017) 5:00 pm AEST

Return Date to Students

Results wil be available once the quiz has closed.

Weighting
15%

Assessment Criteria
This quiz will assess the student's knowledge of the principles of sustainability and the drivers of environmental change.

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- Examine the aetiology and risk factors of environmentally transmitted diseases and conditions.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

2 Quiz 2: Impacts of environmental change upon public health

Assessment Type
Online Test

Task Description

- The quiz will open on the Friday of Week 5 and remain open until 5:00pm on the Friday of Week 6.
- 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 6 Friday (21 Apr 2017) 5:00 pm AEST

Return Date to Students

Results wil be available once the quiz has closed.

Weighting
15%

Assessment Criteria
This quiz will test the student's knowledge of the aetiology, risk factors and emerging epidemiologic trends of environmentally transmitted diseases and conditions.

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- Examine the aetiology and risk factors of environmentally transmitted diseases and conditions.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

3 Seminar

Assessment Type
Group Discussion

Task Description
Early in the term you will be formed into groups. Each group will prepare and present a Q&A style seminar on Zoom for the rest of the class.Your topic will be a public health issue that is related to or caused by environmental change. Your seminar should:

- identify the public health issue
- explore the driving forces behind environmental change and how it affects your public health issue
- encourage discussion about responses to the challenges you have identified

Other students in the class will also need to participate in the seminar by attending AND preparing a question for the panel for consideration ahead of time.

Assessment Due Date

Agreed times during Week 8

Return Date to Students
Week 10 Friday (19 May 2017)

Weighting
30%

Assessment Criteria

- Knowledge of the public health issue (30%)
- Depth of response and discussion (40%)
- Team participation (self and peer assessment) (20%)
- Attendance and participation in discussion (10%)

Referencing Style

- Harvard (author-date)

Submission
Online Group

Submission Instructions
Participation via Zoom

assessmentOutcome

- Explain primary drivers of environmental change and how they interact to result in public health consequences.
- Evaluate the social-ecological framework as a means to build and maintain partnerships to address

environmental health issues.
- Predict and debate potential scenarios to respond to environmental health challenges based on current and emerging evidence.
- Communicate information relating to emerging environmental health issues to a wide variety of audiences.

assessmentGradAttribute

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

4 Discussion paper

Assessment Type
Written Assessment

Task Description
Using the topic chosen for your seminar, you will write a discussion paper investigating the factors influencing your selected public health challenge, proposals for possible future scenarios and suggestions for responding to the challenge to improve or maintain public health. You should take into account learning that came out of your seminar and group discussions as well as the current evidence from the literature.
You should prepare your paper as if for publication in a relevant journal. An exemplar will be provided on Moodle as a guide.
Word limit: 4000 words

Assessment Due Date
Review/Exam Week Friday (9 June 2017) 11:45 pm AEST

Return Date to Students

Results for this assessment task will be available after Certification of Grades.

Weighting
40%

Assessment Criteria
Relevance (30%)

- summarises relevant information from credible and reputable sources
- article is relevant to the issue under investigation
- response activities to maintain or improve public health are presented
- response activities are appropriate
- response activities are thoroughly explained
- effectiveness of the response activities is evaluated

Validity (50%)

- depth and extent of discussion
- discussion is thorough and logically presented
- accuracy of the statements and scenarios proposed
- recommendations for future activities have been based on critical thought, analysis of the evidence and synthesis of new ideas
- creativity in integrating existing evidence to propose scenarios and solutions
- 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
- typographical matters (types, font, headings etc)
- referencing is consistent and in accordance with Harvard style
- length (4000 words ± 20%)

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- Explain primary drivers of environmental change and how they interact to result in public health consequences.
- Evaluate the social-ecological framework as a means to build and maintain partnerships to address environmental health issues.
- Communicate information relating to emerging environmental health issues to a wide variety of audiences.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- 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