



PBHL20003 Social Epidemiology

Term 1 - 2019

Profile information current as at 06/05/2024 12:36 am

All details in this unit profile for PBHL20003 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

Understanding the patterns and distribution of health outcomes across populations requires public health professionals to be able to examine the influence of the social determinants of health. Social epidemiology is a branch of epidemiology that focuses on the influence of social factors on individual and population level health, and grew out of the public health tradition of examining health inequalities relating to social class. This unit examines the complexities of social patterns of health and health data needed within and between populations to explore health inequities and health inequalities. This unit will strengthen your skills to identify, critique, interpret, and translate public health findings from social epidemiology. You will learn how to identify and justify social epidemiological data related to the social determinants of health, explore specific ethical principles related to Indigenous Data Sovereignty, and to respect the rights associated with First Nations Peoples' data. You will be introduced to Knowledge Translation and Implementation Science frameworks, and consider their utility in guiding the effective dissemination of social epidemiological findings to improve health outcomes globally.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

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 1 - 2019

- Melbourne
- 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 Postgraduate 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. **Literature Review or Systematic Review**

Weighting: 50%

2. **Presentation**

Weighting: 20%

3. **Written Assessment**

Weighting: 30%

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](#).

Unit Learning Outcomes

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

1. Distinguish social epidemiology from traditional epidemiology to understand and explain its contribution to public health practice by focusing on social determinants of health
2. Critique and interpret routinely used data in social epidemiology and explain the strengths and limitations according to complex adaptive systems thinking in public health
3. Identify and justify different types of social epidemiological data necessary to understand individual, community and population influences on health
4. Justify ethical principles related to Indigenous Data Sovereignty and respecting the rights and different ways of knowing of First Nations Peoples when using, collecting, analysing and interpreting social epidemiological data
5. Utilise social epidemiological data to advocate for health promotion, protective and disease prevention approaches to public health practice
6. Reflect on and evaluate uses of social epidemiological data from Knowledge Translation and Implementation Science frameworks.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | | |
|---|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 - Literature Review or Systematic Review - 50% | • | • | | | • | • |
| 2 - Presentation - 20% | • | • | • | • | | |
| 3 - Written Assessment - 30% | | | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | |
|---|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 - Knowledge | ○ | ○ | ○ | ○ | ○ | ○ |
| 2 - Communication | ○ | ○ | ○ | ○ | ○ | ○ |
| 3 - Cognitive, technical and creative skills | ○ | ○ | ○ | | ○ | ○ |
| 4 - Research | | ○ | ○ | ○ | | |
| 5 - Self-management | | ○ | | ○ | ○ | ○ |
| 6 - Ethical and Professional Responsibility | | ○ | ○ | ○ | ○ | ○ |
| 7 - Leadership | | | | | ○ | ○ |

| Graduate Attributes | Learning Outcomes | | | | | |
|---|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 - 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 |
| 1 - Literature Review or Systematic Review - 50% | ○ | ○ | ○ | ○ | ○ | ○ | | |
| 2 - Presentation - 20% | ○ | ○ | ○ | ○ | ○ | ○ | | |
| 3 - Written Assessment - 30% | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |

Textbooks and Resources

Textbooks

PBHL20003

Prescribed

The New Public Health

Edition: 4th (2016)

Authors: Fran Baum

Oxford

South Melbourne , VIC , Australia

ISBN: 9780195588088

Binding: Paperback

Additional Textbook Information

This text is required for other units as well. Students need only one copy.

[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

Rebecca Fanany Unit Coordinator
r.fanany@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|--|------------------------------|
| Why social epidemiology? | Honjo, K. (2004). Social Epidemiology: Definition, history, and research examples. <i>Environmental Health and Preventive Medicine</i> , 9, 193-199. Krieger, N. (2001). A glossary for social epidemiology. <i>Journal of Epidemiology and Community Health</i> , 55, 693-700. | |

Week 2 - 18 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------|--|------------------------------|
| The Social Determinants of Health | Krieger, NB. (2001). Theories for social epidemiology in the 21st century. <i>International Journal of Epidemiology</i> , 30, 668-677. Friel, S. and Marmot, M.G. (2011). Action on the social determinants of health and health inequities goes global. <i>Annual Review of Public Health</i> , 32, 225-236. | |

Week 3 - 25 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|--|------------------------------|
| The Tools of Epidemiology | Baum, F. (2015). <i>The New Public Health</i> . Oxford. Chapter 7 -- Epidemiology and Public Health. | |

Week 4 - 01 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---|------------------------------|
| SES and Health Inequities | Marmot, M.G. (2002) The influence of income on health: Views of an epidemiologist. <i>Health Affairs</i> , 21 (2), 31-46. | |

Week 5 - 08 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---|---|
| Gender and Health Inequities | Scott-Samuel, A., Cranshaw, P., and Oakley, A. (2015). Men behaving badly: Patriarchy, public policy and health inequalities. <i>International Journal of Men's Health</i> , 14 (3), 250-258. | Assessment task 1 due by 5 pm Friday, April 12. Literature Review Due: Week 5 Friday (12 Apr 2019) 5:00 pm AEST |

Vacation Week - 15 Apr 2019

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

Week 6 - 22 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Social Structure and Health Inequities | Mackenbach, J.P. (2012). The persistence of health inequalities in modern welfare states: The explanation of a paradox. <i>Social Science and Medicine</i> , 75, 761-769. Beckfield, J. and Krieger, N. (2009). Epi+demos+cracy: Linking political systems and priorities to the magnitude of health inequities. <i>Epidemiologic Reviews</i> , 31, 152-177. | Assessment task 2 GROUP presentations to be held in tutorials. Group Presentation Due: Week 6 Monday (22 Apr 2019) 11:45 pm AEST |

Week 7 - 29 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| The Living Environment and Health Inequities | Baum, F. (2015). <i>The New Public Health</i> . : Oxford. Chapter 15 -- Urbanisation, population, communities and environments; Global trends. Ompad, D.C. et al. (2007). Social Determinants of health of urban populations: Methodologic considerations. <i>Journal of Urban Health</i> , 84 (1), i42-i53. | |

Week 8 - 06 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Collecting Data in Social Epidemiology | Harper, S. and Lynch, J. (2006). Health inequalities: Measurement and decomposition. In Oakes, J.M. and Kaufman, J.S., eds., <i>Methods in Social Epidemiology</i> , Jossey-Bass, 91-131. | |

Week 9 - 13 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Interpreting Data in Social Epidemiology | Baum, F. (2015). <i>The New Public Health</i> . Oxford. Chapter 12 -- Patterns of health inequalities in Australia Diez Roux, A.V. (2008). Next steps in understanding the multilevel determinants of health. <i>Journal of Epidemiology and Community Health</i> , 62, 952-959. | |

Week 10 - 20 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------|--|------------------------------|
| Ethical Issues in Social Epidemiology | Baum, F. <i>The New Public Health</i> . Oxford. Chapter 4 -- Ethics, politics and ideologies: The invisible hands of public health. Kass, N. E. (2004). Public health ethics: From foundations and frameworks to justice and global public health. <i>Journal of Law., Medicine and Ethics</i> , 32, 232-242. | |

Week 11 - 27 May 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Translating Social Epidemiological Study into Public Health Policy | Marmot, M.G. and Allen, J. (2014). From science to policy. In Berkamn, L.F., Kawachi, I. and Glymour, M.M., eds., <i>Social Epidemiology</i> , Oxford, 562-576. | |

Week 12 - 03 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| The Application of Social Epidemiology in Real Communities | Syme, S.L. (2004). Social determinants of health: The community as empowered partner. Preventing Chronic Disease: Public Health Research, Practice and Policy, 1 (1), 1-5. Kaplan, G.A. (2004). What's wrong with social epidemiology and how can we make it better? <i>Epidemiologic Reviews</i> , 26 (1), 124-135. | Report Due: Week 12 Friday (7 June 2019) 5:00 pm AEST |

Assessment Tasks

1 Literature Review

Assessment Type

Literature Review or Systematic Review

Task Description

The **first assessment task** for the unit is a literature review that provides an overview of the relevant aspects of the topic chosen by your group. You must: 1) outline the relevant social, environmental and economic contexts and discuss the factors that influence those contexts; and 2) critique previous national and international epidemiological data and research used to inform interventions and strategies to address the topic. It is important to note various views and approaches contained in the literature and to choose works to include without bias or preconceived ideas. This is an **INDIVIDUAL** assessment. Additional information is contained in the study guide for this unit. The topics for this assessment are:

1. Encouraging active transport in the regional city of Bundaberg
2. Preventing mosquito-borne diseases in Cairns
3. Developing social and emotional resilience in young, community-dwelling adults in Alice Springs
4. Improving nutrition in children under the age of five in large urban areas in a developing country
5. Addressing social exclusion of older adults living in rural areas in a developing country

Each group must choose ONE of these topics.

Assessment Due Date

Week 5 Friday (12 Apr 2019) 5:00 pm AEST

Return Date to Students

Weighting

50%

Assessment Criteria

Your literature review must summarize broad trends in the literature on your topic and highlight important points in selected articles. A critique requires that the strengths and weaknesses of the data that underlies the literature must be discussed, and the strengths and weaknesses that relate to the outcomes of any relevant interventions and strategies must be presented.

Only peer reviewed scholarly material should be used. Journals articles are often more relevant than books due to the long lead time between the writing and publication of books and because journals are often the forum where the latest thinking on a topic appears.

Students are expected to conform to the requirements of academic convention and integrity in all their work. Direct quotations must be clearly and properly indicated. All non-quotation text must be written in the student's own words. ALL submissions will be checked for originality using Turnitin.

Referencing Style

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

Submission

Online

Submission Instructions

File name must contain student's last name, assessment number, year and term. Example: Last name_Assessment 1_2019-Term 1

Learning Outcomes Assessed

- Distinguish social epidemiology from traditional epidemiology to understand and explain its contribution to public health practice by focusing on social determinants of health
- Critique and interpret routinely used data in social epidemiology and explain the strengths and limitations according to complex adaptive systems thinking in public health
- Utilise social epidemiological data to advocate for health promotion, protective and disease prevention approaches to public health practice

- Reflect on and evaluate uses of social epidemiological data from Knowledge Translation and Implementation Science frameworks.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Group Presentation

Assessment Type

Presentation

Task Description

The second assessment task for this unit is a 10-minute presentation that presents the critique of the data that was part of the literature review (assessment task 1). The presentation must identify and critique the social epidemiological data that would be required to implement any strategy for your topic areas well any specific considerations that relate to vulnerable groups in the target community. This might include Aboriginal and Torres Strait Islander peoples, individuals with low income, older adults, or other specific groups that would be impacted by strategies to address the chosen topic in the community of interest. This is a **GROUP** assessment. Each group will prepare a single presentation and divide up the responsibilities for different aspects of preparation and presentation.

Assessment Due Date

Week 6 Monday (22 Apr 2019) 11:45 pm AEST

Presentations will be held during tutorials in week 6. The exact day and time will depend on the student's tutorial time.

Return Date to Students

Weighting

20%

Assessment Criteria

The presentation must be accompanied by a set of powerpoint slides, which should be uncluttered, easy to read and must summarize the important points of the presentation.

A maximum time of 10 minutes will be allotted per group, and presentations will be stopped after 10 minutes. Each member of the group must contribute to the presentation.

Referencing Style

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

Submission

Offline Group

Submission Instructions

Presentations will be given in class. Following the presentation, each group will be required to email their powerpoint slides to the tutor.

Learning Outcomes Assessed

- Distinguish social epidemiology from traditional epidemiology to understand and explain its contribution to public health practice by focusing on social determinants of health
- Critique and interpret routinely used data in social epidemiology and explain the strengths and limitations according to complex adaptive systems thinking in public health
- Identify and justify different types of social epidemiological data necessary to understand individual, community and population influences on health
- Justify ethical principles related to Indigenous Data Sovereignty and respecting the rights and different ways of knowing of First Nations Peoples when using, collecting, analysing and interpreting social epidemiological data

Graduate Attributes

- Knowledge

- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

3 Report

Assessment Type

Written Assessment

Task Description

The third assessment task is to write a report that could be presented to the Local Government Authority of your topic location. This report must: 1) identify and critique the social epidemiological data that is currently available that could be used to inform public health practice on your topic; 2) outline what additional social epidemiological data would need to be collected as well as how and why it would be needed prior to, during, and after any strategy was implemented; and 3) outline how the social epidemiological data would be used to inform other practitioners, researchers and policy makers. This is an **INDIVIDUAL** assessment.

Assessment Due Date

Week 12 Friday (7 June 2019) 5:00 pm AEST

Return Date to Students

Weighting

30%

Assessment Criteria

The report must identify and critique the social epidemiological data that is currently available that could be used to inform public health practice on your topic. In addition, it must outline any additional social epidemiological data that would be required as well as how and why it would be needed prior to, during, and after any strategy was implemented. The report must also outline how the social epidemiological data would be used to inform other practitioners, researchers and policy makers

Only peer reviewed scholarly material should be used. Journals articles are often more relevant than books due to the long lead time between the writing and publication of books and because journals are often the forum where the latest thinking on a topic appears.

Students are expected to conform to the requirements of academic convention and integrity in all their work. Direct quotations must be clearly and properly indicated. All non-quotation text must be written in the student's own words. ALL submissions will be checked for originality using Turnitin.

Referencing Style

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

Submission

Online

Submission Instructions

File name must contain student's last name, assessment number, year and term. Example: Last name_Assessment 3_2019-Term 1

Learning Outcomes Assessed

- Identify and justify different types of social epidemiological data necessary to understand individual, community and population influences on health
- Justify ethical principles related to Indigenous Data Sovereignty and respecting the rights and different ways of knowing of First Nations Peoples when using, collecting, analysing and interpreting social epidemiological data
- Utilise social epidemiological data to advocate for health promotion, protective and disease prevention approaches to public health practice
- Reflect on and evaluate uses of social epidemiological data from Knowledge Translation and Implementation Science frameworks.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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