



# PBHL20003 Social Epidemiology

## Term 1 - 2020

Profile information current as at 04/05/2024 10:22 pm

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 - 2020

- Cairns
- Melbourne
- Online
- Sydney

#### 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](#).

## 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 Self-reflection

##### **Feedback**

Students have difficulty connecting theory to practice.

##### **Recommendation**

Use of case studies will assist students to connect theory to practice, giving them greater understanding of real problems and what social epidemiology can tell about them.

#### Feedback from Student Feedback

##### **Feedback**

Small group discussion has value in helping student to approach and master the material.

##### **Recommendation**

Students commented that small group discussion preceding whole class discussion of the tutorial material was helpful in understanding the concepts and examples and was also an interesting way for them to master the topics.

## 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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### 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					◦	◦
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 Baun

Oxford University

Melbourne , VIC , Australia

ISBN: 9780195588088

Binding: Paperback

PBHL20003

#### Supplementary

##### **Social Determinants of Health**

Edition: 1st (2019)

Authors: Liamputtong Pranee

Oxford University press

ISBN: 9780190313524

Binding: Paperback

PBHL20003

#### Supplementary

##### **Social Epidemiology**

Edition: 2nd (2014)

Authors: Lisa F. Berkman, Ichiro Kawachi, and Maria Glymour

Oxford University press

ISBN: 9780199395330

Binding: Paperback

#### Additional Textbook Information

Copies are available for purchase 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 styles below:**

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Lal Rawal** Unit Coordinator

[l.rawal@cqu.edu.au](mailto:l.rawal@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction to Basic Epidemiology and Social Epidemiology</b> <b>Why Social Epidemiology?</b>	<b>Suggested readings:</b> 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.	Tutorial class and group discussions

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>The Social Determinants of Health</b>	<b>Suggested readings:</b> Krieger, N. (2001). Theories for social epidemiology in the 21 <sup>st</sup> 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.	Tutorial class and group discussions

### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Tools of Epidemiology and Social Epidemiology</b>	<b>Suggested reading:</b> Baum, F. (2015). <i>The New Public Health</i> . Oxford. Chapter 7 Epidemiology and Public Health.	Tutorial class and group discussions

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Socio-Economic Status (SES) and Health Inequities</b>	<b>Suggested reading:</b> Marmot, M.G. (2002). The influence of income on health: Views of an epidemiologist. <i>Health Affairs</i> , 21(2), 31-46.	Tutorial class and group discussions

### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Gender and Health Inequities</b>	<b>Suggested readings:</b> Scott-Samuel, A., Crawshaw, 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. Phillips, S. P. (2005). Defining and measuring gender: A social determinant of health whose time has come. <i>International Journal for Equity in Health</i> , 4, 11-14.	The literature review (assessment I) is due on Week 5, Friday, 10 April by 11.59 pm.  <b>Literature Review</b> Due: Week 5 Friday (10 Apr 2020) 11:59 pm AEST

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Mid term break: No classes		

**Week 6 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Social Structure and Health Inequities</b>	<b>Suggested readings:</b> 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.	<b>Assessment 2, Group presentation</b> to be held during the week 6 of the term The revised presentation to be submitted online by 24 April 11.59 pm.  <b>Group presentation</b> Due: Week 6 Friday (24 Apr 2020) 11:59 pm AEST

**Week 7 - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>The Living Environment and Health Inequities</b>	<b>Suggested readings:</b> 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.	Tutorial class and group discussions

**Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Collecting Data in Social Epidemiology</b>	<b>Suggested reading:</b> 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.	Tutorial class and group discussions

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Interpreting Data in Social Epidemiology</b>	<b>Suggested readings:</b> 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.	Tutorial class and group discussions

**Week 10 - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Ethical Issues in Social Epidemiology****Suggested readings:**

Baum, F. (2015). *The New Public Health*. 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. *Journal of Law, Medicine and Ethics*, 32, 232-242.

Tutorial class and group discussions

**Week 11 - 25 May 2020****Module/Topic****Chapter****Events and Submissions/Topic****Translating Social Epidemiological Study into Public Health Policy****Suggested reading:**

Marmot, M.G. and Allen, J. (2014) From science to policy. In Berkman, L. F., Kawachi, I. and Glymour, M.M., eds. *Social Epidemiology*, Oxford, 562-576.

Tutorial class and group discussions

**Week 12 - 01 Jun 2020****Module/Topic****Chapter****Events and Submissions/Topic****The Application of Social Epidemiology in Real Communities  
Review of topics****Suggested readings:**

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? *Epidemiologic Reviews*, 26, (1), 124-135.

**Assessment 3, Report** is due on Friday 5 June, by 11.59 pm**Written assessment** Due: Week 12 Friday (5 June 2020) 11:59 pm AEST**Review/Exam Week - 08 Jun 2020****Module/Topic****Chapter****Events and Submissions/Topic****Review week****Exam Week - 15 Jun 2020****Module/Topic****Chapter****Events and Submissions/Topic****Submission of final assessments**



## Term Specific Information

### Teaching team and their contact details:

#### Sydney Campus:

**Dr. Lal Rawal**, MEd. (Health Ed.) MIRB, MPH, PhD  
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400 Kent Street, 2000  
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#### Melbourne Campus:

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#### Cairns Campus:

**Dr Jenny Kelly**, BN, RM, Grad DipEd, MA, MPH, PhD  
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## 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 social epidemiological aspects of your topic. You must: 1) outline the relevant social, environmental and economic contexts that relate to your condition and discuss the factors that influence those contexts; and 2) critique previous national and international epidemiological data and research with particular emphasis on the gaps that may exist in our understanding of the impact of social factors on your condition. 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. A literature review summarizes broad trends in the literature on your topic and highlights important points in selected articles. A critique requires that you discuss the strengths and weaknesses of the data that underlies the literature you discuss and show how these strengths and weaknesses relate to the outcomes of any relevant interventions and strategies.

While the assignment is individual, the topic will be assigned to your group and will also be the topic of your assessment 2 (group) and 3 (individual). In other words, all members of a group will work on the same topic for both their individual and groups assignments. You may not work together on individual assignments. Each group, consisting of five members, will be assigned one of the following topics:

Antimicrobial resistance

Air pollution and its effect in health

Cardiovascular diseases

Diabetes

## HIV/ AIDS epidemic

### Assessment Due Date

Week 5 Friday (10 Apr 2020) 11:59 pm AEST

### Return Date to Students

Week 7 Friday (1 May 2020)

### Weighting

50%

### Minimum mark or grade

To pass this unit, a minimum of 45% must be achieved for this particular assessment. Overall pass marks required for this unit is 50%.

### Assessment Criteria

Assignment 1 will be assessed by the following criteria:

Selection of relevant, current and appropriate items from the scholarly literature: 20%

Thorough and accurate summary and critique of the selected literature: 20%

Discussion of social, economic, and environmental context and the factors that influence them: 20%

Presentation of various views represented in the literature and discussion of their strengths and weaknesses: 20%

Use of clear, concise language and linear presentation of argument: 10%

All work submitted is the student's original words and ideas and all information from sources is properly cited, including direct quotations: 10%

### Referencing Style

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

### Submission

Online Group

### Submission Instructions

Feedback file will be uploaded in Moodle

### 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 social epidemiological background of your condition and a critique of the data that was part of your literature review (assessment task 1). The presentation must explain how social factors influence your condition and identify and critique the social epidemiological data. You must also specifically identify the high risk groups and show the way in which social factors are believed to affect this risk. Vulnerable groups 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. Each student will be required to prepare the material for one slide in the presentation which must be identified with the student's name. The presentation must include the following slides: 1) Title – must include the condition and the full name and ID number of each student in the group; 2) Nature and proximal cause of the condition; 3) Social epidemiological factors that affect the development and progression of the condition; 4) Mechanisms by which social factors contribute to the condition; 5) Life course factors that affect the condition; and 6) Critique of existing social epidemiological data, including strengths and weaknesses of these data. The presentation must also include a slide containing the references cited on all slides. As noted, each slide will be prepared by a different member of the group. Each student will prepare the text for presentation for his or her slide which should be written out in the notes area for the slide along with the student's name.

### **Assessment Due Date**

Week 6 Friday (24 Apr 2020) 11:59 pm AEST

The revised powerpoint slides must be submitted online following the presentation

### **Return Date to Students**

Week 7 Monday (27 Apr 2020)

Feedback will be provided during the presentation and after the evaluation of the slides

### **Weighting**

20%

### **Minimum mark or grade**

To pass this unit, a minimum of 45% must be achieved for this particular assessment. Overall pass marks required for this unit is 50%.

### **Assessment Criteria**

Assignment 2 will be assessed by the following criteria:

Epidemiological data relevant to the topic is presented and summarized: 20%

Critique of data is presented: 20%

Needs of vulnerable groups relevant to implementing a strategy to address the assigned condition are outlined and discussed: 20%

Student's individual contribution is significant and shows understanding of the topic as well as of the element presented: 20%

Language of the presentation (oral and written) is clear and easily understood: 10%

All work reflects the students' own thinking and words, referencing is correctly and accurately done, and any direct quotations are properly identified according to academic convention: 10%

### **Referencing Style**

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

### **Submission**

Online Group

### **Submission Instructions**

The revised powerpoint slides must be submitted online following the presentation

### **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 Written assessment

#### Assessment Type

Written Assessment

#### Task Description

The third assessment task is to write a report that could be presented to a local health department that is responsible for planning initiatives to address your condition. This report must: 1) review 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.

 In preparing this assessment task, it is important to keep in mind that your intended audience is a local health department. You will need to balance the technical demands of the topic with the needs of this audience, with the understanding that the aim of such a report in real life would be to inform practitioners working in the field and underpin policy development. In other words, you will need to focus on the aspects of your topic that are most relevant in the development of new strategies and policy and the evidence from the literature that would support this activity. However, this is a formal report and must use appropriate language and referencing. Additional information about the report is contained in the study guide.

#### Assessment Due Date

Week 12 Friday (5 June 2020) 11:59 pm AEST  
Assessment must be submitted through Moodle

#### Return Date to Students

Exam Week Friday (19 June 2020)  
Feedback file will be uploaded in Moodle

#### Weighting

30%

#### Minimum mark or grade

To pass this unit, a minimum of 45% must be achieved for this particular assessment. Overall pass marks required for this unit is 50%.

#### Assessment Criteria

##### Assessment 3 will be marked according the following criteria:

The epidemiological data relevant to the topic is summarized and critiqued: 20%

Requirements for additional data or outlined and justified: 20%

The ways social epidemiological data would inform policymakers and practitioners is discussed: 20%

Insight into any specific issues related to the topic and linkage of these issues to available data is presented and discussed: 20%

Clear, concise language is used and presentation of argument is linear: 10%

All work reflects the student's own thinking and words, all information from courses is properly cited, and any direct quotations are identified according to academic conventions: 10%

#### Referencing Style

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

#### Submission

Online Group

#### 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