PBHL20003 *Social Epidemiology and Statistics*
Term 2 - 2020

Profile information current as at 12/10/2024 05:48 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 explain and utilise social epidemiological data and statistics 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 2 - 2020

- 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.

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. Explain the range of statistics essential to social epidemiological data 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 a range of statistics in 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 and statistical understanding 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

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 4th
Edition: 4th (2016)
Authors: Fran Baun
Oxford University
Melbourne , Vic , Australia
ISBN: 9780195588088
Binding: eBook
PBHL20003

Supplementary

Social Determinants of Health
Edition: 1st (2019)
Authors: Liamputtong Pranee
Oxford University press
ISBN: 9780190313524
Binding: eBook
PBHL20003

Supplementary

Social Epidemiology
Edition: 2nd (2014)
Authors: Lisa F. Berkman, Ichiro Kawachi, and Maria Glymour
Oxford University press
ISBN: 9780199395330
Binding: eBook

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom videoconferencing software (access provided by CQU): desktop and app

Referencing Style

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

Teaching Contacts

Geraldine Vaughan Unit Coordinator
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Rebecca Fanany Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to traditional and social epidemiology. Why social epidemiology?	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, other workshop activities, and opportunities to work on your assessment. Introduction to Assessments #1 and #2.

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The social determinants of health	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, other workshop activities, and opportunities to work on your assessment.

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Tools of social epidemiology 1: Measurement in epidemiology	Various readings and learning materials.	Tutorial class including group work: case study discussion, workshop activities, and opportunities to work on your assessment.

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Tools of social epidemiology 2: introduction to critical appraisal and study types	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, other workshop activities, and opportunities to work on your assessment.

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Socio-economic status, gender and health inequities.	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, other workshop activities, and opportunities to work on your assessment. Assessment #1 (Individual assignment, literature review) due week 5, Friday 14 August @ 11:59pm. **Literature review** Due: Week 5 Friday (14 Aug 2020) 11:59 pm AEST

Vacation week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Social structure and health inequities.	Various readings and learning materials.	**Assessment #2:** 1) Group presentations in your tutorials this week via Zoom. 2) Revised presentations (based on tute feedback) including background research for submission by one group member by Friday 28 August @ 11:59pm. **Group presentation** Due: Week 6 Friday (28 Aug 2020) 11:59 pm AEST
Week 7 - 31 Aug 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Tools of social epidemiology 3: statistical concepts.	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, and other workshop activities. Assessment #3 briefing.
Week 8 - 07 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Living environments and health inequities.	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, and other workshop activities.
Week 9 - 14 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Interpreting data in social epidemiology	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, and other workshop activities.
Week 10 - 21 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Ethics and governance: doing no harm. Data sovereignty issues in Indigenous health.	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, and other workshop activities.
Week 11 - 28 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Social epidemiology making a difference 1: working with communities.	Various readings and learning materials.	Tutorial class including group work: case study review and discussion, other workshop activities, and opportunities to work on your assessment.
Week 12 - 05 Oct 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Social epidemiology making a difference 2: translating findings into policy. Subject review.	Various readings and learning materials.	Tutorial class including group work: case study review and discussion. Review the term and celebrate! **Assessment #3 Report:** due Friday, 9 October @ 11:59pm **Written Report** Due: Week 12 Friday (9 Oct 2020) 11:59 pm AEST
Review/Exam Week - 12 Oct 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Review week		

Term Specific Information

Term 2, 2020 will be conducted online using Zoom videoconferencing. Each tutorial comprises a tutor-led component, followed by group tasks where you will work with your fellow students to discuss weekly topics, work on your assessments and review a case study through a social epidemiological lens.

Assessment Tasks

1 Literature review

Assessment Type
Literature Review or Systematic Review

Task Description
The literature review provides an overview of the social epidemiological aspects of your topic. It summarises broad trends in the literature on your topic and highlights important points in selected articles. The review task includes:

1. Outlining the relevant social, environmental and economic contexts that relate to your condition and discuss the factors that influence those contexts;
2. Critiquing previous national and international epidemiological data and research with a particular emphasis on the gaps that may exist in our understanding of the impact of social factors on your condition.
3. Considering the relevance of the reported statistics and findings to advocating for health promotion and disease prevention in public health practice.

While the assignment is individual, the topic will be assigned to your group and this will 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 throughout the term. However, the Literature Review is an INDIVIDUAL task: you may not work together with your classmates to write the review.
Assessment topics include:

1. Antibiotic resistance
2. Climate change
3. Diarrhoeal diseases
4. Hepatitis B
5. Pandemics
6. Rheumatic heart disease

Choosing the literature to include in your assignment is important. Only peer-reviewed scholarly material should be used. You need to note various views and approaches contained in the literature and to choose works to include without bias or preconceived ideas. Journal 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. The University library has a number of online guides that will be helpful in preparing your assignment. You can also consult a University librarian or your lecturer for additional advice. However, it is well worth taking some time to learn how to use the Library and its academic databases, how to conduct literature searches, and how to recognize the best resources for your needs.

Assessment Due Date
Week 5 Friday (14 Aug 2020) 11:59 pm AEST

Return Date to Students
Week 7 Friday (4 Sept 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

- Harvard (author-date)

Submission
Online

assessmentOutcome

- 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.

assessmentGradAttribute

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

2 Group presentation

Assessment Type
Presentation

Task Description
The group presentation presents the social epidemiological background of your condition and a critique of the data that were part of your literature review (assessment #1). The 10 minute presentation will:

1. Explain how social factors influence your condition and identify and critique the social epidemiological data.
2. Identify high-risk groups and show the way in which social factors may 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.

Your presentation slides must include the following:

- Title slide – include the condition and the full name and ID number of each student in the group;
- Nature and proximal cause of the condition;

- Social epidemiological factors that affect the development and progression of the condition;
- Mechanisms by which social factors contribute to the condition;
- Life course factors that affect the condition;
- Critique of existing social epidemiological data, including strengths and weaknesses of these data;
- A slide containing the references cited on all slides.
- Each slide (excepting the Title and Reference slides) should include background research information in the Notes area for that slide.

Each group will prepare a single presentation. Each student prepares the material for at least one slide in the presentation which must be identified with the student's name, and prepare the text (background information) for presentation for his or her slide.
Your slides should be easy to read, uncluttered, and facilitate understanding among members of the audience. You will be told to stop after 10 minutes, regardless of whether your group has finished its presentation, so it is important to plan carefully and time your presentation before class. The group may choose one or two students to present or each member may present his or her own slide.
There are many guides to Powerpoint presentations available on the internet and through the Library. If you have not given this type of presentation in the past, it would be helpful to consult some of the reference material on effective design and presentation.

Assessment Due Date
Week 6 Friday (28 Aug 2020) 11:59 pm AEST

Return Date to Students
Week 8 Friday (11 Sept 2020)

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 are 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

- Harvard (author-date)

Submission
Online Group

Submission Instructions
One student from each group submits the presentation on behalf of the group

assessmentOutcome

- 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

assessmentGradAttribute

- Knowledge

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

3 Written Report

Assessment Type
Written Assessment

Task Description
The third assessment task is a report that could be presented to a local health department responsible for planning initiatives to address your condition topic. This report involves:

1. Reviewing and critiquing the social epidemiological data currently available to inform public health practice on your topic;
2. Outlining what additional social epidemiological data would need to be collected. Justifying how and why these data would be needed, and at what stage of a strategy implementation (prior, during, and after); and
3. Assessing how the social epidemiological data would be used to inform other practitioners, researchers and policy makers.

In preparing this assessment task, it is important to remember 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 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. Your focus is a social epidemiological approach: biomedical information should only be used to give context in describing the burden of disease.
This is a formal report and must use appropriate language and referencing. Resources for report writing are available through the Library.
The assessment is an INDIVIDUAL task: you may not work together with your classmates to write the Report.

Assessment Due Date
Week 12 Friday (9 Oct 2020) 11:59 pm AEST

Return Date to Students
Exam Week Friday (23 Oct 2020)

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 are summarised and critiqued: 20%
- Requirements for additional data are 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 is properly cited, and any direct quotations are identified according to academic conventions: 10%

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- 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.

assessmentGradAttribute

- 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