

School of Biomedical and Health  
Sciences

College of Health and Science



# Population Health and Society 400870

## LEARNING GUIDE

**Unit coordinator:** Prof. Anne Cusick  
Building 24, Level 4, Room 19, Campbelltown Campus  
Telephone: 4620 3346  
Email: [a.cusick@uws.edu.au](mailto:a.cusick@uws.edu.au)

### Student Consultation

I prefer email contact initially as it is easier to track across campuses. I can be emailed at any time and will respond during office hours.

Please make an appointment if you would like a consultation.

# About Population Health and Society

## 1. Introduction to the unit

This unit deals with foundational concepts and factors relating to population health in our society. We will examine issues determining social and environmental aspects of disease, health and wellbeing and explore contemporary issues impacting on states of health, including current day trends in communicable and non-communicable disease.

## 2. Approach to learning

Population health issues require action at multiple levels (e.g. individual, family and community) with multiple stakeholders (e.g. health, council and housing) and interdisciplinary teams (e.g. OT, Nurse, Health Promotion). For this reason, the unit comprises several group work activities to which you will be allocated. The assessment of work will be based on individual efforts (i.e. individual debate and case study report). Effective group work will lead to strong individual assessment.

## 3. Expectations of students

### Workload

For a 10-credit point unit, you are expected to work 10 hours per week (on average). Some weeks you will spend much more time on the unit completing assessments while in other weeks the workload will be somewhat less.

### Attendance

**Lectures:** Although lectures are not compulsory, it is highly recommended you attend the weekly one hour lectures. All examinable content is discussed during lectures and many examples and applications from current issues are provided to enhance your learning. The lecture materials available from vUWS are designed to give an overview of major themes in each topic rather than replace live lectures. Please read the paper posted on vUWS before coming to the lecture in order to be able to better follow the presentation.

**Tutorials:** Tutorials are designed to enhance your learning and extend the material covered in lectures. It is expected that you attend all tutorials. Documentary evidence must be provided for absence due to illness or misadventure, such as a doctor's certificate or some other written proof of inability to attend the tutorial.

### General conduct and behaviour

We will discuss current topics and issues in this unit and some of the material may be challenging. It is expected that you keep noise to a minimum in lectures to ensure everyone has the opportunity to hear content, ask questions and receive feedback from the lecturer. In tutorials, we will debate health issues and controversies. It is important that you respect the opinions of other students and contribute positively (and critically) to discussions.

## 4. Policies affecting students

UWS has a number of important policies affecting students including:

- Assessment and Examinations Policy
- Assessment Practice – Fundamental Code
- Academic Misconduct Policy (see extract of the policy below under the heading "What is Academic Misconduct?")
- Non-academic Misconduct Policy
- Enrolment Policy (includes a section on the UWS Student Email Account)

The full details of policies that apply to you as a UWS student can be found at:

<http://www.uws.edu.au/policies/masterlist.php>

### What is Academic Misconduct?

Academic Misconduct may involve one or more of the following:

#### Plagiarism

Plagiarism involves submitting or presenting work in a unit as if it were the student's own work done expressly for that particular unit when, in fact, it was not. Most commonly, plagiarism exists when:

- a. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work;
- b. parts of the work are taken from another source without reference to the original author; or
- c. the whole work, such as an essay, is copied from another source such as a website or another student's essay.

#### Acts of plagiarism may occur deliberately or inadvertently

- a. **Inadvertent plagiarism** occurs through inappropriate application or use of material without reference to the original source or author. In these instances, it should be clear that the student did not have the intention to deceive. The University views inadvertent plagiarism as an opportunity to educate students about the appropriate academic conventions in their field of study.
- b. **Deliberate plagiarism** occurs when a student, using material from another source and presenting it as his or her own, has the intention to deceive. The University views a deliberate act of plagiarism as a serious breach of academic standards of behaviour for which severe penalties will be imposed.

#### Collusion

Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct with others.

#### Cheating

Cheating includes, but is not limited to:

- a. dishonest or attempted dishonest conduct during an examination, such as speaking to other candidates or otherwise communicating with them;

- b. bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device (including mobile phones), or any other item, not authorised by the examiner;
- c. writing an examination or part of it, or consulting any person or materials outside the confines of the examination room, without permission to do so;
- d. leaving answer papers exposed to view, or persistent attempts to read other students' examination papers; or
- e. cheating in take-home examinations, which includes, but is not limited to:
  - I. making available notes, papers or answers in connection with the examination (in whatever form) to others without the permission of the relevant lecturer;
  - II. receiving answers, notes or papers in connection with the examination (in whatever form) from another student, or another source, without the permission of the relevant lecturer; and
  - III. unauthorised collaboration with another person or student in the formulation of an assessable component of work.

For the full definition of academic misconduct and the consequences of such behaviour, read the full Academic Misconduct policy:

<http://apps.uws.edu.au/uws/policies/ppm/doc/000051.html>

# Teaching and Learning Activities

## 5. Schedule of activities

This semester teaching begins on 1<sup>st</sup> March 2010. The intra-session break begins on 20<sup>th</sup> April. There are 3 public holidays this semester Good Friday (29<sup>th</sup> March, during week 5), Easter Monday (5<sup>th</sup> April, during week 6) and Anzac Day (26<sup>th</sup> April, during week 9), which affect this unit. There will be no lectures or tutorials on these public holidays, however the other lectures and tutorials in the same week will run as normal. Tutorials affected by the public holidays will be replaced with self-directed learning modules on vUWS. Population Health and Society consists of 12 weekly one hour lectures and 6 two hour tutorials.

Week	Lecture	Tutorial
<b>1</b> 1/3	<b>Introduction to population health</b> Definitions, major concepts, viewing health from a population perspective  <b>Pre-reading:</b> Week 1 vUWS	<b>Focus:</b> Introduction to the unit <ul style="list-style-type: none"> <li>• Content, assessment, expectations, questions about the unit</li> <li>• Debate allocation for Assessment 1</li> <li>• Effective working in groups</li> </ul> <b>Preparation:</b> Read Learning Guide and Unit Outline (available on vUWS)
<b>2</b> 8/3	<b>Determinants and models of health</b> Theories and frameworks for understanding population health  <b>Pre-reading:</b> Week 2 vUWS	
<b>3</b> 15/3	<b>Determinants in action: society, stress and health</b> How the interplay of multiple factors produces health  <b>Pre-reading:</b> Week 3 vUWS	<b>Focus:</b> Determinants and models of health <ul style="list-style-type: none"> <li>• Identifying determinants of health in case studies</li> <li>• Utilising models to determine strategies</li> <li>• Group discussions</li> </ul> <b>Preparation:</b> Read week 2 & week 3 pre-readings on vUWS
<b>4</b> 22/3	<b>Measuring population health</b> Basic methods of epidemiology and population description  <b>Pre-reading:</b> Week 4 vUWS	
<b>5</b> 29/3	<b>Australian health care system</b> Structure, funding and major players in our health system  <b>Pre-reading:</b> Week 5 vUWS <b>Group case study material for Assessment 2 available on vUWS</b>	<b>Focus:</b> Debate preparation and techniques <ul style="list-style-type: none"> <li>• Team discussions, tutor consultations and preparation for debate</li> <li>• Effective debating techniques</li> </ul> <b>Preparation:</b> Prepare outlines for debate to discuss with tutor and group
<b>6</b> 5/4	<b>Business and medicine MODULE on vUWS</b> Medicalisation of health and business of medicine	

<b>Week</b>	<b>Lecture</b>	<b>Tutorial</b>
<b>7</b> 12/4	<b>Indigenous health</b> Health determinants, interventions and Aboriginal Medical Services  <b>Pre-reading:</b> Week 7 vUWS	<b>Focus:</b> Case study preparation <ul style="list-style-type: none"> <li>• Group discussions, tutor consultations and case study problem solving</li> <li>• Powerpoint production and presentation</li> </ul> <b>Preparation:</b> Read case study material and resources for discussion. Each group should bring one laptop to class. Laptops can be booked and borrowed from the library.
<b>8</b> 19/4	<b>Intra-session break</b>	
<b>9</b> 26/4	<b>Climate change and health MODULE on vUWS</b> Global warming, food security	<b>Focus:</b> Case study preparation <ul style="list-style-type: none"> <li>• Group discussions, tutor consultations and case study problem solving</li> <li>• Powerpoint production and presentation</li> </ul> <b>Preparation:</b> Read case study material and resources for discussion. Each group should bring one laptop to class. Laptops can be booked and borrowed from the library. <p><b>Due (Wed 28/04/10):</b> Individual referenced 500-word debates</p>
<b>10</b> 3/5	<b>Communicable disease</b> AIDS, Tuberculosis, malaria, Swine flu, SARS  <b>Pre-reading:</b> Week 10 vUWS	<b>Focus:</b> Assessment 1 Oral Debates <ul style="list-style-type: none"> <li>• Participation in debates, peer grading</li> </ul>
<b>11</b> 10/5	<b>Non-communicable disease</b> Obesity, mental health, diabetes, road accidents, injury  <b>Pre-reading:</b> Week 11 vUWS	
<b>12</b> 17/5	<b>Global health</b> Health inequalities and human rights  <b>Pre-reading:</b> Week 12 vUWS	<b>Focus:</b> Population health advocacy & Unit summary <ul style="list-style-type: none"> <li>• Advocacy approaches and strategies</li> <li>• Small groups: planning an advocacy campaign</li> <li>• Small groups: discussion of major concepts and learning</li> <li>• Exam preparation</li> <li>• Unit and Teaching evaluation</li> </ul> <b>Preparation:</b> Reading on vUWS <p><b>Due (Fri 26/05/2010):</b> Individual referenced 1000-word report Assessment 2</p>
<b>13</b> 24/5	<b>Improving population health 1</b> Population health campaigns, policy and healthy cities  <b>Pre-reading:</b> Week 13 vUWS	

<b>14</b> 31/5	<b>Improving population health 2</b> Public and private population health initiatives in developing countries  <b>Pre-reading:</b> Week 15 vUWS	No Tutorial
<b>15</b> 7/6	<b>STUVAC</b>	

# Assessment Details

## 6. Learning Outcomes

On completion of this unit, it is expected you will be able to:

1. Demonstrate an understanding of the advantages and disadvantages of various health systems
2. Critically evaluate roles of various stakeholders in the Australian health system
3. Show an awareness of contemporary issues in the provision of health care
4. Demonstrate an understanding of the complexities of health and well-being
5. Demonstrate an ability to analyse individual and group situations in terms of the social and environmental (including built environment) factors that are relevant to health
6. Demonstrate an ability to work in groups
7. Demonstrate an ability to communicate effectively about population health issues in both a written and oral format

## 7. Assessment Summary

There are three assessments in this unit matched to learning outcomes outlined above. Completion of all assessment items is necessary to receive a final mark in the unit. Achievement of at least 50% overall is required to pass the unit. There is no requirement that every individual assessment must be passed in order to pass the unit although all assessments must be attempted.

	Assessment task	Learning outcomes	Due	Weight
1.	<b>Debate in tutorial</b> <ul style="list-style-type: none"> <li>• 3-minute oral argument</li> <li>• 500-word written argument with 3 references</li> </ul>	1,2,3,6,7	<u>Written Debate</u> Due Wed 28/04/2010 Submit through Turnitin (on vUWS) & hard copy in the School Submission box.  <u>Oral Debate</u> in tutorial Weeks 10 / 11	10%    20%
2.	<b>Case study</b> <ul style="list-style-type: none"> <li>• Individual 1000-word case study report</li> </ul>	4,5,6,7	Due Fri 26/05/2010 Submit through Turnitin (on vUWS) & hard copy in the School Submission box	40%
3.	<b>Multiple choice exam</b> <ul style="list-style-type: none"> <li>• One hour multiple choice exam based on lecture material and reading</li> <li>• Practice mini-exam available on vUWS week 14</li> </ul>	1,2,3,4	Exam period	30%
			<b>TOTAL</b>	<b>100%</b>



## 8. Assessment 1 Debate in tutorial (30%)

**Due:** Week 9 Written Debate  
Weeks 10/11 Oral Debate in tutorial

**Group work:** Development of cohesive argument

**Individual assessment:** Oral debate and 500-page written argument with at least 3 references

A debate requires you to research, address and argue your position on a population health topic. You will be allocated one of the following debate topics and positions (for or against) in Tutorial One.

- We should pay people to lose weight to reduce Australia's obesity problem
- Community sports clubs should reject alcohol sponsorship
- Everyone has a right to free elective surgery on demand
- Alternative medicine practitioners should have access to Medicare

The Week 5/6 tutorial will be dedicated to debating techniques, discussion and debate preparation with your team members, and consultation with your tutor.

All debates will be held in the Weeks 10/11 tutorial. You will need to prepare a 500 word debate argument and submit through vUWS in Week 9 by Wed 28/04/2010. This argument should contain 3 references published within the last 5 years. You do not need to cite references when presenting your argument orally. You will have 3 minutes to present your argument.

The 30% mark for this assessment consists of:

- Oral debate presentation (20%)
- Written debate and references (10%)

## Marking criteria and standards - Debate

Criteria	Does not meet expectations	Meets expectations	More than meets expectations		
	F (0-14)	P (15-19)	C (20-22)	D (23-25)	HD (26-30)
<b>1. Technical debating skills (10%)</b> <ul style="list-style-type: none"> <li>Argument is logically ordered (introduction, body and conclusion)</li> <li>Argument is consistent and understandable</li> <li>Incorporates points raised by opposing team (where appropriate)</li> <li>Keeps to time-limit</li> </ul>	No argument presented and/or argument is inconsistent and/or difficult to understand. Does not incorporate points from opposing team and/or keep to time-limit.	Argument is logically ordered and consistent; although some points may be inconsistent. Refers to points from opposing team. Keeps to time limit.	Argument is logical, consistent and well developed. Points from opposing team are addressed confidently. Keeps to time-limit.	Argument is thought provoking and fully developed. Points from opposing team are addressed confidently and professionally. Keeps to time-limit.	Argument is insightful, original and convincing. Points from opposing team are addressed confidently, professionally and meaningfully. Keeps to time-limit.
<b>2. Communication skills (10%)</b> <ul style="list-style-type: none"> <li>Clear and concise</li> <li>Engages the audience through points, eye contact, pace of presentation, body language, facial expression, modulated voice</li> <li>Reliance on notes or cue cards</li> </ul>	Not clear and to the point and/or pitched to the audience or engaging. Heavy dependence on reading from notes or cue cards.	Clear and to the point. Pitched to the audience. Attempted engagement; although may be inconsistent. Moderate dependence on reading from notes or cue cards.	Clear and to the point. Pitched to the audience and consistent engagement throughout. Minimal dependence on reading from notes or cue cards.	Clear and to the point. Pitched to the audience and stimulating engagement. Little reliance on reading from notes or cue cards.	Clear and to the point. Professional, riveting and adaptive audience engagement. No reliance on reading from notes or cue cards.
<b>3. Written argument (10%)</b> <ul style="list-style-type: none"> <li>Argument is organised</li> <li>Accurate referencing (in-text citation and reference list)</li> <li>Uses reputable sources</li> </ul>	Argument is not presented and/or disorganised. Many referencing errors and/or less than 3 references used and/or references from non-reputable sources (e.g. Wikipedia)	Argument is ordered. 3 references used from reputable sources. Some referencing errors present.	Organised argument. More than 3 references used from reputable sources. Minor errors in referencing (either in-text or reference list).	Well organised and developed argument. More than 3 references from a variety of reputable resources. No referencing errors.	Highly organised and developed argument. Comprehensive reference list. No referencing errors.

## 9. Assessment 2 Case study (40%)

**Due:** Week 13

**Individual assessment:** 1000-word case study individual report and references

As future clinicians and health professionals you will be faced with many challenges in improving client and community health. Some of these challenges will derive from broader population health issues (e.g. obesity, food security) and you will need to understand these issues when identifying problems and developing solutions.

In week 6 on vUWS, you will be presented with a list of case studies. Choose ONE case study to use for this assessment. You will be required to research the complex causal and contextual factors using a model of health discussed in the unit (e.g. Dahlgren and Whitehead's Determinants of Health model). Each case study comprises a scenario detailing the health issue, a journal article and a media report (print, audio or video). The case studies cover the following issues:

- Food security
- Men's health
- Youth depression
- Child obesity
- Rural health

Each case study solution should include:

- Description of the health issue in relation to case study
- Epidemiological profile of the health issue
- Analysis of the causal and contextual factors of the health issue using a model of health discussed in the unit
- References

References must contain: one or more journal articles (in addition to that provided); one or more book chapters; one or more epidemiological reports (e.g. NSW Chief Health Officer's Report); and a relevant website from a reputable source (e.g. vicHealth). Lecture notes can be used to identify appropriate sources but should not be used as references.

Case studies are to be presented as a 1000-word individual report with references.

The Week 7/9 tutorial will be dedicated to case study preparation, and consultation with your tutor.

## Marking criteria and standards – Case study

Criteria	Does not meet expectations	Meets expectations	More than meets expectations		
	F (0-19)	P (20-25)	C (26-30)	D (31-34)	HD (35-40)
<b>1. Description of the health issue (10%)</b> <ul style="list-style-type: none"> <li>• Clear, concise and accurate statement of issue as it relates to case study</li> </ul>	Issue not described and/or definition not clear and concise and/or inaccurate. Issue unrelated to case study.	Clear and to the point. Issue described accurately and related to case study.	Comprehensive description of health issue in relation to case study.	Thought provoking description of health issue in relation to case study.	Insightful and sophisticated description of health issue in relation to case study.
<b>2. Epidemiological profile (10%)</b> <ul style="list-style-type: none"> <li>• Relevant and recent epidemiological data identified</li> <li>• Data described and presented in table</li> </ul>	No epidemiological data and/or irrelevant data and/or data from non-reputable (e.g. Wikipedia) sources. Data not presented in table and/or described in text and/or presentation and description unclear.	Epidemiological data recent and from one reputable source. Data presented in table and described in text; although some errors may be apparent.	Epidemiological data recent and from 2 reputable sources. Clear presentation of data in table and described in text.	Recent epidemiological data from multiple sources. High quality presentation of data in table and described in text. Some critical analysis of the data.	Epidemiological data from multiple sources. Data limitations considered. Professional, sophisticated presentation and analysis of data in table and text.
<b>3. Analysis of causal and contextual factors (10%)</b> <ul style="list-style-type: none"> <li>• Demonstrated understanding of health model and issues</li> <li>• Use of research evidence to support discussion</li> </ul>	No health model used and/or inaccurate description or understanding of health model and issue. No research evidence used and/or evidence used inappropriately.	Most components of health model described in relation to health issue although detail and complexity limited. Some research evidence presented.	Comprehensive analysis of health issue and model using research evidence.	Thought provoking analysis of health issue and model using high-quality research evidence.	Sophisticated and insightful analysis of health issue and model. Quality of research evidence assessed and divergent evidence discussed.

Criteria	Does not meet expectations	Meets expectations	More than meets expectations		
	F (0-19)	P (20-25)	C (26-30)	D (31-34)	HD (35-40)
<b>3. Technical skills (10%)</b> <ul style="list-style-type: none"> <li>• Report is logical and organised</li> <li>• Argument is clear and succinct</li> <li>• Accurate spelling and grammar</li> <li>• Accurate referencing (in-text citation and reference list)</li> <li>• Uses reputable sources</li> </ul>	Report is not presented and/or disorganised and unclear. Many errors in spelling and grammar. Many referencing errors and/or required references not used and/or references from non-reputable sources (e.g. Wikipedia)	Report is ordered and logical. Argument is clear; although there may be some inconsistencies. Some errors in spelling and grammar. Required references used from reputable sources. Some referencing errors present.	Report is logical, organised and argument is well developed. Minor errors in spelling and grammar. More than the required references used from reputable sources. Minor errors in referencing (either in-text or reference list).	Report is logical, organised and argument is fully developed. No errors in spelling or grammar. More than the required references from a variety of reputable sources. No referencing errors.	Report is logical, organised and argument is insightful. No errors in spelling or grammar. Comprehensive reference list. No referencing errors.

## 10. Assessment 3 Exam (30%)

The final exam is a closed book multiple choice / short answer exam. The exam will be based on material from the lectures, modules and pre-readings. A practice mini-exam will be available on vUWS in week 14.

Criterion	Standards
Produce the correct answer	<p><u>Fail</u>: less than 50% of questions correctly answered</p> <p><u>Pass</u>: correctly answered 50-64% of all questions</p> <p><u>Credit</u>: correctly answered 65-74% of all questions</p> <p><u>Distinction</u>: correctly answered 75-84% of all questions</p> <p><u>High Distinction</u>: correctly answered 85% or more of all questions</p>

# Learning Resources Information

## 12. Learning resources overview

The following table summarises the learning resources available for this unit.

Resources	Detail
Teaching team	Tutors, lecturers and the unit coordinator can answer questions, clarify concepts and give you feedback on your progression and assessment. You can ask questions in class, on vUWS Discussion Board or make an appointment to see the unit coordinator (contact details on front page).
Library	The library will help you with assessments and accessing material. They run sessions on academic journal databases at the beginning of semester, can help to identify resources and advise you on search strategies. You can talk with a librarian in person at any campus or contact a librarian through the library webpage.
vUWS	All unit materials (lectures, pre-readings and assessments) are available on vUWS. Check vUWS regularly to find information on unit updates, Discussion Board, useful websites, audio files, and interesting seminars.
Class members	Group members and other students in the class can be a great source of learning and feedback. Use Discussion Board on vUWS to clarify concepts and issues.
Student centre	The student centre runs workshops on study skills and essay writing at the beginning of each semester. Staff at the student centre can also help you special consideration or other issues related to study and university life.

## 13. Links to useful information

UWS has a number of useful websites relating to teaching and learning. These include:

**Library training resources:** <http://library.uws.edu.au/training.html>

**Student Administration:** <http://www.uws.edu.au/students/stuadmin>

This site contains information necessary for the administration of your course throughout your study at UWS.

**E-learning:** <http://www.uws.edu.au/students/onlinesupport>

This is your entry to all aspect of e-learning at UWS.

**Students with a disability:** [http://www.uws.edu.au/students/counselling\\_disability](http://www.uws.edu.au/students/counselling_disability)

**Course and unit rules:**

<http://www.uws.edu.au/students/stuadmin/enrolments/enrolmentrequirements>

This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured.

## **14. Referencing requirements**

In this unit we use the APA (American Psychological Association) referencing system. Examples of APA format and guidelines are available on the library website:

<http://library.uws.edu.au/citing.php>