



Course Code:	1205MED
Course Name:	Health Challenges for the 21st Century
Trimester:	Trimester 3, 2017
Program:	Diploma of Health Sciences
Credit Points:	10
Course Coordinator:	Patricia Jones
Document modified:	27 <sup>th</sup> September 2017

### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Patricia Jones - [patricia.jones@staff.griffithcollege.edu.au](mailto:patricia.jones@staff.griffithcollege.edu.au)

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### Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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### Prerequisites

There are no prerequisites for this course

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### Brief Course Description

This course takes a multi-disciplinary and integrated approach to examine population health in the 21st Century. Using a socio-ecological perspective, the course will take a systems approach (i.e. from prevention through to treatment) to introduce students to the environmental, social and behavioural determinants of health and disease. The course will link these determinants with global and national priority health challenges of the 21st Century together with the implications for effective health care practice.

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### Rationale

As a multi-disciplinary course, Health Challenges in the 21st Century provides students with a broad underpinning knowledge base upon which they can build more specific knowledge in specialised areas. It also provides the basis for understanding health issues as they impact and are informed by wider social and environmental determinants.

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### Aims

This course enables students to gain a basic understanding of the broader determinants of population health and how these link with health priorities of the 21st Century, together with the implications for effective health care practice.

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### Learning Outcomes

After successfully completing this course students should be able to:

1. Describe priority global and national health and disease challenges,
  2. Explain the social and environmental determinants of health,
  3. Link the determinants of health with disease patterns, in particular, health inequalities between and within population groups,
  4. Explain how the social and environmental determinants of health shape an individual health,
  5. Understand the roles of various health care practitioners in integrative health care
  6. Describe the roles, responsibilities, practices and expertise of effective members of major health professions relevant to health service delivery in the Australian context,
  7. Demonstrate foundational research, analytical and academic writing skills.
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### Texts and Supporting Materials

Australian Institute of Health and Welfare 2016. Australia's health 2016. Canberra:AIHW  
Available at the following link: <http://www.aihw.gov.au/australias-health/2016/>

Australian Institute of Health and Welfare 2011. Key indicators of progress for chronic disease and associated determinants:data report. Cat. no. PHE 142. Canberra:AIHW

Links to additional readings will be made available to you on the 1205MED Course site. Students are advised to regularly check the portal for updated material.

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## Organisation and Teaching Strategies

This course will consist of an introduction to Public Health and includes a two week module on Interprofessional Learning. It will also incorporate specific learning modules on determinants of health. Each learning module will focus on key determinants of health and how they relate to national health priority areas. The modules will cover:

1. Burden of disease: global and national
2. Social Determinants
3. Environmental Determinants
4. Youth Health & risk behaviour
5. Nutrition and physical activity
6. Work as a social determinant of health
7. First Australian determinants

This course will encourage critical thinking about how these health issues impact on the Australian health sector and society in general. Specifically students will be encouraged to consider:

Our people - morbidity and mortality:

- Community-wide impact; across generations
- An aging community
- Priority groups in the community which include:
  - a. First Australians
  - b. People in rural and remote areas
  - c. Socioeconomically disadvantaged people
  - d. Defence and veteran personnel
  - e. Prisoners/corrective services
  - f. People born in countries other than Australia
- Human rights, equity and ethics
- Health and welfare system responses

Classes for Health Challenges in the 21st Century include the following:

- Lectures: 2 hours per week in weeks 1 to 12.
- Tutorials: 1 hour per week in weeks 2 to 12.
- Workshops: 1 hour per week in weeks 1 to 11.

### **Attendance**

100% attendance is expected for all classes. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

### **Preparation and Participation in Class**

You are expected to read resources and the lecture notes plus attempt any tutorial/workshop exercises before class so that each week you can actively contribute to your learning and the learning of others in your classes. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

### **Consultation Times**

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

### **Course Materials**

Lecture notes will be made available to you on the Learning @ Griffith College website and you are advised to print these out and bring them to each class so that extra notes can be added.

### **Independent Study**

Independent study requires that you spend time outside classes engaged in research necessary to complete your assessment. Research includes reading the required resources, and using library and internet facilities and sources. For this 10 CP course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the formal contact hours each week, you would then complete any remaining hours engaged in independent study.

### **Program Progression**

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that your GPA is maintained at equal to or greater than 3.5 in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Weekly Teaching Schedule

Week	Topic	Activity	Readings
	Introduction to course: Course administration, assessment, delivery method	Lecture	
	Introduction: Introduction to socio-ecological approach to health: A conceptual framework for health practitioners and researchers	Lecture	
	1205MED overview	Workshop	
	Burden of disease: Global Burden of Disease & Determinants National burden of disease and health priorities	Lecture	
	Academic Writing	Tutorial	
	Overview of tutorial program and assessments	Workshop	
	Environmental determinants: The environment and health challenges Cardiovascular Disease, obesity and the environment	Lecture	
	Environmental determinant activity	Tutorial	
	Research & Referencing	Workshop	
	Social determinants: The social determinants of health in the 21st century	Lecture	
	The last straw??? A game on the social determinants of health	Tutorial	
	Assessment 1 due: Essay	Workshop	
	Lifestyle and Individual Health: Nutrition, physical activity and lifestyle	Lecture	
	Physical Activity Self Assessment	Tutorial	
	Assessment Support	Workshop	
	Work and health: Work as a social determinant of health	Lecture	
	Work & Health: video and activity	Tutorial	
	Feedback Assessment 1	Workshop	
	First Australian wellbeing Determinants of First Australian wellbeing	Lecture	

	Cultural awareness: Activity on First Australian wellbeing	Tutorial	
	Assessment Support	Workshop	
	Youth risk and health: The link between risk,lifestyle and youth health	Lecture	
	Case study of social determinants of health: Case study activity to deepen understanding of the social determinants of health. Students will work in groups and present their findings.	Tutorial	
	Assessment Support Mid-Trimester Exam this week	Workshop	
	Public Health in action: Public health in action: systems approach to individual approaches	Lecture	
	Interprofessional learning MCQ Test 1	Tutorial	
	Inter-professional Learning Assessment Overview	Workshop	
	Interprofessional Learning - Session I	Lecture	
	Interprofessional Learning Review - case studies	Tutorial	
	Exam Revision/Skills	Workshop	
	Interprofessional Learning - Session II	Lecture	
	Interprofessional Learning Review - case studies	Tutorial	
	Exam Revision/Skills	Workshop	
	Summary and Review: Conclusion	Lecture	
	Interprofessional Learning MCQ Test 2	Tutorial	

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## Assessment

This section sets out the assessment requirements for this course.

### *Summary of Assessment*

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Assignment - Written Environment and global health challenges	20%	1,2,3,4&7	Week 5
2	Mid-trimester Exam - constructed response Social determinants of health; case study	25%	1-4,7	Week 8
3	Test -Interprofessional Learning	0.01%	5&6	Week 9
4	Test - Interprofessional Learning	15%	5&6	Week 12
5	Final Exam	40%	1,2,3&4	Week 13

### *Assessment Details*

**Assessment 1:** Written Assignment (600 word Essay) - Environment and global health challenges

Rationale: The aim of this task is to enable you to demonstrate your understanding of how **environmental** issues impact on health.

Assessment Details: One environmental determinant and one significant global health challenge will be pre-selected from an approved list by your course coordinator, if the topic is not from the list, **preapproval will be required by the tutor**. A component of tutorial time will be allocated to discussion and development of your topic. Your assessment item is expected to have an introduction, body and conclusion, with key points supported by relevant

academic evidence in the form of in-text referencing and reference list, minimum 6 references, APA 6 reference style. Guidelines will be published on the Learning@Griffith College course site in advance of the date of expected submission.

Marking Criteria: This item is valued at 20%. The written assignment will be marked against established criteria that will be published on the Learning@Griffith College course site in advance of the date of expected submission.

### **Assessment 2: Mid-Trimester Exam "" Social determinants of health; case study**

Rationale: The aim of this task is to enable you to demonstrate your understanding of **social determinants** of health in Australia, and how they impact on health issues in a population.

Assessment details: Format for exam: case study. Students will be required to analyse the case study scenario to demonstrate critical thinking, ability to clearly communicate and an understanding of the social determinants of health.

Marking Criteria: This item is valued at 25% of the course total.

The case study analysis has multiple parts. To maximise marks - all parts of the essay question must be answered.

Full marking criteria for the exam will be provided on the Learning@Griffith College course site in advance of the date of the exam

### **Assessment 3 & 4: Interprofessional Learning Tests**

Rationale: In the 21st century almost all health and human services practitioners work in interprofessional teams. Arguably, the ability to work interprofessionally has become a core competency for all graduates in the health professions. This Interprofessional Learning assessment will provide students with an ability to consider and address problems from multiple frames of reference that is highly congruent with the orientation required for effective interprofessional healthcare practice.

Assessment Details: The Interprofessional Learning (IPL) e-learning module consists of Video Part 1 and Part 2 and extended versions of half-interviews on 18 professions. The assessment component consists of two sets of multiple choice questions that would take one-hour to complete each set. Students are required to complete MCQ test 1 during your workshop in week 9, prior to viewing the Phase I Video Part 1. Upon completion of the IPL learning modules (IPL1 and IPL2), MCQ test 2 is to be completed on your own during the Workshop in week 12. Students are expected to view Part 2 of the video and all extended half-interviews prior to MCQ test 2. **MCQ test 2 is the marked component. However, students must complete MCQ test 1 before they can get access to MCQ test 2.**

Marking Criteria: This item is valued at 15% of the course total. The interprofessional learning tests will be marked against pre-moderated model answers. Workshop attendance is expected to receive full marks for all quizzes. **In the absence of a medical certificate MCQ marks may be withdrawn at the discretion of the Program Convenor.**

### **Assessment 5: Final Exam**

Rationale: The final exam will assess the students ability to draw on the wide variety of skills learnt over the duration of the course and application of the conceptual framework used to support critical thinking and analysis.

Assessment Details: A final exam will be held in the end of trimester exam period. Details will be provided during the trimester. The format of the end of trimester exam will be a selection of Multiple Choice Questions, short answer questions and a short essay question.

Weight: 40%

Marking Criteria: The final examination will be marked against established model answers



and undergo a full moderation process.

### **Requirements to pass the course:**

In order to pass this course students must:

- 1) submit all weighted items of assessment for this course**
- 2) achieve an aggregated score (sum of all assessments) of 50%.**

#### *Submission and Return of Assessment Items*

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until the release of final results for the course.

**Please note:** You may be required to submit assignments electronically to a collusion detection tool, e.g. Turnitin, to allow the detection of possible instances of collusion/plagiarism. This will also involve Griffith College or its nominee storing your work on a secure database for use in testing assessment submitted by others in the future.

For further information on Griffith College's Academic Integrity Policy refer to Griffith College's online Policy Library.

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

#### *Extensions*

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

## **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and  $\leq$  24 hours 10%
- > 24 hours and  $\leq$  48 hours 20%
- > 48 hours and  $\leq$  72 hours 30%
- > 72 hours and  $\leq$  96 hours 40%
- > 96 hours and  $\leq$  120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

### *Assessment Feedback*

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final piece of assessment in this course - marks for this item will be provided with the final course result.

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students

are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication		Yes	Yes
Oral Communication		Yes	
Information Literacy		Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	Yes
Team Work		Yes	
Cultural Intelligence		Yes	Yes
English Language Proficiency	Yes	Yes	Yes

*Additional Course Generic Skills*

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Additional Course Information

## Teacher and Course Evaluations

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's online evaluation tool whenever these are available.

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## Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you

are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

#### *Risk Assessment Statement*

There are no out of the ordinary risks associated with completion of activities associated with this course.

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