



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1205MED
<b>Course Name:</b>	Health Challenges for the 21 <sup>st</sup> Century
<b>Trimester:</b>	Trimester 2, 2021
<b>Program:</b>	Diploma of Health Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Amanda Smith
<b>Document modified:</b>	4 May 2021

### 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.

### Assumed Knowledge

There is no assumed knowledge requirement for this course.

### 1.2 Teaching Team

Your teachers can be contacted via the email system on the portal.

Name	Email
Amanda Smith	amanda.smith@staff.griffithcollege.edu.au

## 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of learning experience. A list of times will be published on the Griffith College Portal on the course site.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course 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.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

#### **Overview of population health and determinants**

1. Describe priority global and national health and disease challenges in the 21<sup>st</sup> century.
2. Identify the environmental determinants of health in a global and population context.
3. Identify the social determinants of health in a global and population context.

#### **Linking determinants with populations, health and inequalities**

4. Demonstrate an integrated approach to how the social and environmental determinants of health shape individual and population health in the global context.
5. Evaluate and analyse the link between the determinants of health and disease patterns, in particular, health inequalities between and within population groups.

#### **Inter-professional learning for practice**

6. Describe the roles, responsibilities, practices and expertise of members of major health professions relevant to health service delivery in the Australian context.









### 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



### 3. Learning Resources

#### 3.1 Required Learning Resources

Powerpoint presentations, video links, revision questions and answers, links to online assessment will be included on the course site on Griffith College's Student Portal. There are no other required resources for this course.

#### 3.2 Recommended Learning Resources

Australian Institute of Health and Welfare 2018. Australia's health 2018. Canberra: AIHW Available at the following link:  
<https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true>

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.

#### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Information about your Learning

### Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

### Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to

be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### 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 GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






### Teacher and Course Evaluation

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



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content 	Learning Experiences 	Learning Activities 	Evidence of Learning 	Learning Outcome 
<b>Module 1</b>					
<b>1</b>	Introduction to course: course administration, assessment, delivery method	Brainstorm and discuss how a socio-ecological approach will benefit health practitioners and researchers	Introduction to socio-ecological approach to health: a conceptual framework for health practitioners and researchers – discuss degree pathways  Assessment overview		1 & 2
<b>2</b>	Burden of disease: global burden of disease & determinants. National burden of disease & determinants	Academic writing: research & databases, writing concisely, and referencing in APA 7 <sup>th</sup> ed.	Academic skills workshop on checking drafting, referencing, paraphrasing, editing and structure		1 & 2

3	Environmental determinants: Human health and the environment	Watch environmental determinant case study video on World Toilet Day: <a href="https://www.youtube.com/watch?v=NXBz1I0ttFM">https://www.youtube.com/watch?v=NXBz1I0ttFM</a>	Essay preparation: referencing and editing activity  Group activity on World Toilet Day case study		1 & 2
4	Environmental determinants: the environment and health challenges – global to local	Readings: climate change on malaria in coastal Kenya & Climate change, urban health, and the promotion of health equity	Environmental determinants: exploring the link between environmental determinants and health		1 & 2
<b>Module 2</b>					
5	Social determinants: key social determinants of health in the 21st century	Socioeconomic Status and Health: Mediating and Moderating Factors	Module 1 exam preparation  Define and discuss social determinants of health	<b>Module 1 exam</b>	1 & 3
6	Social determinants: key social determinants of health in the 21st century	The commercial determinants of health	Social determinants of health case study activity and discussion  Proximal vs distal determinants  Essay support/questions - optional time to discuss essay drafts	<b>Written assignment due</b>	1 & 3
7	Lifestyle and individual health: nutrition, physical activity and lifestyle	AusD Risk Tool Audit-C Questionnaire for Alcohol intake Physical Activity Self-Assessment	Group mind mapping activity: create links between lifestyle and individual health  Obesogenic environment: how social and physical environment shapes food and exercise choices		1, 4 & 5
8	Setting: work and disease patterns	Watch video 'The True Cost'	Activity on work & health: discuss "The True Cost"		1, 4 & 5
9	Populations: determinants of First Australian wellbeing, Young peoples health and the first 1000 days of life	Intersectionality activity	Activity on First Australian wellbeing. Case study analysis: cultural determinants around non-adherence to medication		1, 4 & 5
<b>Module 3</b>					
10	IPL - session I	IPL videos part 1	Inter-professional Learning - Session I case studies	<b>IPL multi-choice quiz part 1</b>	6
11	IPL - session II	IPL videos part 2	Inter-professional Learning - Session II case studies		6
12	Summary and exam review	exam revision	Final exam prep (module 2 exam)	<b>IPL multi-choice quiz part 2</b>	6



## 5. Evidence of Learning (Evidence of Learning Tasks Plan)

### 5.1 Evidence of Learning Summary

				
	Evidence of learning	Weighting	Learning outcome	Due Date
1	Module 1 exam	20%	1 & 2	Week 5
2	Written assessment – environmental determinant and global health challenge	20%	1, 2, 3, & 4	Week 6
3	Inter-professional learning quiz	15%	6	Week 12
4	Module 2 exam	45%	1, 3, 4 & 5	Final exam block

### 5.2 Evidence of Learning Task Detail

#### **Evidence of Learning Task 1:** Module 1 exam – burden of disease and environmental determinants

Rationale: This exam will assess students' ability to demonstrate understanding of disease burden and how environmental factors impact health issues in a population.

Evidence of Learning Task details: This task is valued at 20% of the course total. This closed-book exam will be held online in week 5 and will consist of multiple choice questions. Content assessed includes learning content, required readings and videos provided for weeks 1-4.

#### **Evidence of Learning Task 2:** Written assignment (600-word essay) - environment determinant and global health challenge

Rationale: This short essay will give students the opportunity to demonstrate their understanding of how environmental issues impact on global and population health.

Evidence of Learning Task details: One environmental determinant and one significant global health challenge will be pre-selected from an approved list by your course coordinator. A component of the Learning Experiences will be allocated to discussion of your topic. Your assessment task 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 7<sup>th</sup> reference style. Guidelines will be published on the Griffith College course site in advance of the date of expected submission.

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

#### **Evidence of Learning Tasks 3:** Inter-professional learning quiz

Rationale: In the 21st century almost all health and human services practitioners work in inter-professional teams. Arguably, the ability to work inter-professionally has become a core competency for all graduates in the health professions. This inter-professional 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 inter-professional healthcare practice.

Evidence of Learning Task details: The inter-professional 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 test 1 (multiple-choice questions) during week 9, prior to viewing the Phase I Video Part 1. Upon completion of the IPL learning modules (IPL1 and IPL2), test 2 (multiple-choice questions) is to be completed individually in week 12. Students are expected to view Part 2 of the video and all extended half-

interviews prior to test 2. **Test 2 is the marked component; however, students must complete test 1 before they can get access to test 2.**

Marking criteria: This task is valued at 15%. The interprofessional learning tests will be marked against pre-moderated model answers.

#### **Evidence of Learning Task 4: Module 2 exam**

Rationale: This exam will assess the students' ability to draw on the wide variety of information learnt across module 2 and apply the conceptual framework used to support critical thinking and analysis.

Evidence of Learning Task details: This closed-book exam will be held online in the final exam block. Details will be provided during the trimester. The format of this exam will be a selection of multiple-choice questions, short answer questions, and extended responses to a case study on social determinants of health. Case study/short answers require evidence of understanding of concept/issue/correctness of response or definition.

Marking criteria: This task is valued at 45%. The exam will be marked against established model answers and undergo a full moderation process.

#### **Requirements to pass this course:**

In order to be eligible to pass the course students must:

1. **attend and attempt all evidence of learning tasks; AND**
2. **achieve an overall course result (sum of all evidence of learning tasks) of at least 50%**

### **5.3 Late Submission**

An evidence of learning (assessment) task submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.



## 5.4 Other Information about Evidence of Learning

### 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.

### Requests for extension

To apply for an extension of time for an evidence of learning task, 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 Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**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 teachers 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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to evidence of learning tasks for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

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

---

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.