



1. General Course Information

1.1 Course Details

Course Code:	1205MED
Course Name:	Health Challenges for the 21st Century
Trimester:	Trimester 2, 2024
Program:	Diploma of Health Science
Credit Points:	10
Course Coordinator:	Amanda Smith
Document modified:	24/04/2024

Course Description

This course takes a multi-disciplinary and integrated approach for examining 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 to provide implications for effective health care practice.

Assumed Knowledge

There is no assumed knowledge requirement for this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Amanda Smith	Amanda.Smith@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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 21st 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 Graduate Capabilities and Employability Skills

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

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		
	Creativity and Future Thinking		✓



3. Learning Resources

3.1 Required Learning Resources

PowerPoint presentations, video links, reading material, revision questions and answers, and 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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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 numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (In Class, either in person or on Zoom – note that some programs do not offer Zoom links) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

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

3	Environmental determinants: Human health and the environment	Essay preparation: referencing and editing activity Group activity on World Toilet Day case study	Watch environmental determinant case study video on World Toilet Day: https://www.youtube.com/watch?v=NXBz110ttFM		1 & 2
4	Environmental determinants: the environment and health challenges – global to local	Environmental determinants: exploring the link between environmental determinants and health	Readings: climate change on malaria in coastal Kenya & Climate change, urban health, and the promotion of health equity	Written assignment draft due	1 & 2
Module 2: Social Determinants of Health					
5	Social determinants: key social determinants of health in the 21st century	Module 1 exam preparation Define and discuss social determinants of health	Socioeconomic Status and Health: Mediating and Moderating Factors	Module 1 exam	1 & 3
6	Social determinants: key social determinants of health in the 21st century	Social determinants of health case study activity and discussion Proximal vs distal determinants Essay support/questions - optional time to discuss essay drafts	The commercial determinants of health	Written assignment due	1 & 3
7	Lifestyle and individual health: nutrition, physical activity, and lifestyle	Group Kahoot game on diet and nutrition Obesogenic environment: how social and physical environment shapes food and exercise choices	AusD Risk Tool Audit-C Questionnaire for Alcohol intake		1, 4 & 5
8	Setting: work and disease patterns	Activity on work & health: discuss “The True Cost”	Watch video ‘The True Cost’		1, 4 & 5
9	Populations: determinants of First Australian wellbeing, Young people’s health and the first 1000 days of life	Activity on First Australian wellbeing. Case study analysis: cultural determinants around non-adherence to medication	Intersectionality activity		1, 4 & 5
Module 3: Inter-professional Learning					
10	IPL - session I	Inter-professional Learning - Session I case studies	IPL videos part 1	IPL multi-choice quiz part A	6
11	IPL - session II	Inter-professional Learning - Session II case studies	IPL videos part 2		6
12	Summary and exam review	Final exam prep (module 2 exam)	exam revision	IPL multi-choice quiz part B	6



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	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 4 & 6
3	Inter-professional Learning Quizzes A & B	15%	6	Week 9 & 12
4	Module 2 Exam	45%	1, 3, 4 & 5	Final exam block

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1.Evidence of Learning Task 1: Module 1 Exam (20%)

Task Type: Closed-book examination

Due Date: Week 5

Weight: 20%, Marked out of 20

Duration: 60 minutes

Task Description: Closed-book exam (40 MCQ; worth 0.5 mark each). This exam will assess students' ability to demonstrate understanding of the determinants of health, the disease burden, and how environmental factors impact health issues in a national and global populations. Content assessed includes the learning content, required readings and videos provided on course site for Module 1.

Criteria and Marking: Students are assessed on knowledge from Module 1

Submission: Online exam via Zoom

2.Evidence of Learning Task 2: Written Assessment (20%)

Task Type: Written Assignment – Academic Essay

Due Date: 12 pm Friday 6th August (Week 6)

Weight: 20%, Marked out of 20

Length: 650 words

Task Description: This short essay will give students the opportunity to demonstrate their understanding of how environmental issues impact on global and population health. A component of the Learning Experiences will be allocated to discussion of your topic. Essays are 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 7th reference style. Guidelines will be published on the Griffith College course site in advance of the date of expected submission. **A draft will be due in Week4.**

Criteria and Marking: Students are assessed on Learning Outcomes 1-4

Submission: Turnitin via the course site

3.Evidence of Learning Task 3: Inter-Professional Learning Quizzes A & B (15%)

Task Type: Closed-book quiz

Due Date: Week 9 & 12

Weight: 15%, Marked out of: 20

Duration: 60 minutes

Task Description: Students are required to complete quiz A (2%, formative component) in their own time during week 9, prior to viewing the Phase I Video Part 1. Upon completion of the IPL learning modules (IPL1 and IPL2), quiz B (13%, summative component) is to be completed in week 12 during class. The inter-professional learning (IPL) module consists of two parts and extended versions of half-interviews on 18 professions. The assessment component consists of two sets of MCQs that take one-hour to complete each set.

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. 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.

Criteria and Marking: Students are assessed on knowledge from Module 3

Submission: Online quiz via Zoom

4.Evidence of Learning Task 4: Module 2 Exam (45%)

Task Type: Closed-book examination

Due Date: Final exam block

Weight: 45%, Marked out of: 95

Duration: 2.5 hours

Task Description 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. The format of this exam will be a selection of MCQs, short answer questions, and extended responses to a case study on the social determinants of health. Case study/short answers require evidence of understanding of concept/issue/correctness of response or definition.

Requirements to pass this course:

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 Task submitted after the due date, without an approved extension from the teacher, 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

- Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site 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 Digital Campus. 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 Course Site and made available to students through the 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [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 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](#) (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.