

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	INTRODUCTION TO PUBLIC HEALTH
<b>Unit ID:</b>	HEAPH6001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061311

## Description of the Unit:

This unit will help apply public health principles and practices of public health in relation to local and global perspectives. Students will learn population health, social determinants of health, health inequalities, health and human rights, and the core roles and functions of public health systems, policies and programs. Students will understand these concepts using case study examples to illustrate not only public health successes, but also the challenges and limitations in public health, such as, inequalities in health within and across national boundaries, as well as the contributing factors to these inequalities.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Comprehend key concepts, approaches and principles of public health,
- K2.** Understand a range of public health interventions and compare their strengths and limitations,
- K3.** Discuss how behavioural, social and cultural, environmental and political determinants contribute to health outcomes

#### Skills:

- S1.** Identify and appraise methods and application of public health interventions at a population level,
- S2.** Appraise evidence based public health practice and assess their implementation across public health initiatives
- S3.** Explain the causes and consequences of health inequalities

#### Application of knowledge and skills:

- A1.** Demonstrate higher level of thinking skills to resolve any challenges in public health;
- A2.** Work productively with multidisciplinary teams to make informed decision on public health issues;
- A3.** Demonstrate competency on ethical application of public health practice and policy to reduce health inequalities

#### Unit Content:

Topics may include:

- Introduction and development of public health
- Public health theories and principles
- Public health strategies
- Contemporary issues of public health
- Equity in public health
- Vulnerable populations
- Primary health care and health promotion
- Global health actors
- Politics, economics and human rights
- Global public challenges, evidence and ethics in public health
- Climate change, conflicts and controversies in public health

#### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, A1, A2, A3	Structured quiz	Online quizzes	10-20%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, S1, S2, S3, A1, A2, A3	Part A - Written task: Prepare a student's response to a health problem of a vulnerable population using iSAP (Integrated Science, Attitude and Practice) framework written task (equivalent to 2000 words)	Critical Analysis Essay	30% - 50%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Part B - Written task: Prepare a comparative report by critically analysing and comparing student's response with an expert response to the same health problem (as in part A) of a vulnerable community (equivalent to 1200 words)	Application of critical thinking, Essay	30% - 50%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**                      No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)