

Unit Outline (Higher Education)

Institute / School: Institute of Health and Wellbeing

Unit Title: Introduction to Public Health

Unit ID: HEAPH6001

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 061300

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:

No work experience

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 type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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:

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.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills\\ • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations.	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning.	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities.	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, A1, A2, A3	Structured quiz	Online quizzes	10-20%
K2, K3, S1, S2, S3, A1, A2, A3	Part A - Written task: Prepare a students 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%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)