

PHCM9041

Foundations in Public Health and Health Care Systems

Semester 1, 2011



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH
AND COMMUNITY MEDICINE

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The following members of the School of Public Health and Community Medicine have shared their expertise by contributing material to the course notes. We would like to express our appreciation for their assistance.

Professor Anthony Zwi	Introducing Health Policy
A/Professor Mark Ferson	Communicable Disease Control
A/Prof Melissa Haswell Hawkins	Introductory Environmental Health
Alan Hodgkinson	The Australian Health Care System
Muru Marri Indigenous Health Unit	Indigenous Health
Ms Elizabeth Harris	Social Determinants of Health
Mr Ben Harris-Roxas	Health Impact Assessment
Ms Sally Nathan	Public Health Advocacy
A/Professor Anna Whelan Professor Jeffrey Braithwaite Alan Hodgkinson	Management in Public Health
A/Professor John Hall	Global Public Health

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Welcome

A warm welcome to the course. We hope you find this an enjoyable introduction to public health. The aim of the course is to provide you with an appreciation of the scope of public health, foster your interest in public health and develop your skills in accessing and interpreting information relevant to public health.

Course staff

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This year we have two coursework convenors. Ros is a public health physician, Fellow of the Australasian Faculty of Public Health Medicine and senior lecturer in the School. Ros has wide ranging interests in the field of public health medicine, with specific interests in injury research, the translation of research into policy and practice, and the public health aspects of infectious diseases and ageing. Alan is Associate Dean and Deputy Head of School and brings many years of experience in the Australian healthcare system as well as those of Pacific Island Countries. His specific interest is in preparing managers to deal effectively with change.

Course information

Units of credit

This course is a core course of the Master of Public Health and the Master of Health Management Programs, comprising 6 units of credit towards the total required for completion of the study program.

Course mode

This course is offered in internal and external mode in Semester 1 each year.

Pre-requisites

1. Academic

This course serves as an introduction to the Master of Public Health and the Master of Health Management Programs, and as such, there are no academic prerequisites required, other than those necessary to gain entry to the postgraduate program. The course will introduce a number of concepts and ideas that will be taken up in more detail by other core and elective courses.

2. Technical

Internet access is essential for the duration of this course for the following reasons: important messages will be communicated to you electronically; some of the required readings can *only* be accessed via the Internet; and assessment tasks must be submitted electronically (as well as in hard copy).

You require a **UniPass password** and a **UNSW student email account**.

Learning and teaching rationale

This course is designed for students studying in **internal mode and external mode**. External students are advised to follow the same course schedule as that being followed by internal students (see course schedule at the end of this course guide).

There are a total of thirteen lectures this semester. Each lecture is 'self-contained' so the order in which we study them is not important. The lectures address different aspects of public health and health care systems at a *foundation* level. Some of the topics you are introduced to in this course will be covered in more detail in other core courses, or may be available to you as elective courses.

The course broadly follows the recommended texts, but each lecture delves a little deeper into selected topic areas, and provides you with further reading material. The assessment tasks allow you the opportunity to reflect on the material covered in the lectures thereby consolidating your knowledge of public health and health care systems

For those of you who enjoy a good class discussion, you are provided with two relevant topics in Blackboard. These will allow you to interact with your colleagues in the course and to apply some of the public health principles you are learning. The discussions will be moderated, but not marked. This is a non-compulsory activity and is for learning, not assessment.

If you have questions arising from the notes, or questions about the assignments, please ask them either in class or by using the “Questions and Answers” discussion topic in Blackboard. We have always found that if one student has a question, then there are at least several others who would like to know the answer. So, unless questions are of a personal nature, please do not send them directly to us, but share them with your classmates.

We will communicate important messages by Blackboard or email to your UNSW email account. So please check these on a weekly basis.

Undertaking postgraduate education

For many of you, this will be the first subject you study at a postgraduate level, and it may have been quite a while since you were last at University. Most postgraduate students have very busy lives, with work and family commitments, which are in addition to their study commitments. It’s easy to fall behind, and it’s amazing how quickly the weeks slip by!

Follow these simple rules to ensure you make it through this course:

1. If you are undertaking this course as an **internal student** then it is important you set aside a regular 1- hour time period each week to read through your lecture notes and readings. We suggest that this is best done a day or so following your attendance at the lecture. Be firm about this time period and stick to it. This will reinforce what you have heard in class, and make tackling your assignments much easier.

If you are undertaking this course as an **external student** set aside a regular 3- hour time period each week to read through your lecture notes. Be firm about this time period – if you were studying on campus it would take you this amount of time to travel to, and attend class. We think it is best if you select a particular day of the week to “attend your lecture”, and stick to it. **Be warned**.....while distance education offers flexibility and makes education accessible for students who live and work too far away from campus, it requires **considerable commitment from you**.

2. Pace yourself, and prioritise. You may not have time to read all readings in great detail, so concentrate on those that seem most important, skim through those that seem less so. Read optional readings if you have time.
3. At all times, undertake your study with a view to your assessment tasks. Keep them in mind as you read your notes and start your assignments as early as you can. You should start thinking about the first assignment activity as soon as you have finished the first week’s lecture. Begin by

drafting an outline, then start collecting relevant material and references. Make sure you fill in your outline with some text each week. Come back to the assignment regularly and refine it as you learn more each week from your lectures. Spend the last week tidying the whole thing up, ready to submit on the due date. This is a much better way to attack the assignments than to leave them till the last minute – they inevitably take longer than you anticipate.

4. Follow the semester timetable carefully. This will help you keep up, and to meet assignment deadlines.
5. Contact Ros or Alan ASAP if you are experiencing difficulties. However, extensions can only be granted to students under extenuating circumstances.

Course aim



The aim of this course is to provide you with a solid foundation in the field of public health, and to provide a basis upon which your further study in the Master of Public Health or the Health Management Programs can be built.

Course outcomes

The outcomes for this course are to enable you to:

- Demonstrate understanding of the principles of public health and its role in improving the health of the community
- Access and interpret data and information for public health purposes
- Discuss the public health management of communicable and non-communicable disease
- Identify some of the determinants of health and disease in populations and discuss the management of risk factors
- Recognise the public health needs of population subgroups, particularly Australia's Indigenous people, and discuss reasons for differences in health status
- Outline environmental health issues demonstrating a basic understanding of the key issues and concepts
- Describe the Australian Health Care System, and understand how it compares to systems internationally
- Outline the policy making process in relation to health and consider the impact of policy and programs on health

- Discuss the importance of effective management practice and organisational factors for health service contexts and for public health projects and programs.
- Explain the importance of intersectoral collaboration in public health and the role of advocacy in achieving public health outcomes

Teaching strategies and learning outcomes

The lectures are the central focus of your learning this semester, and the notes have been prepared for you by the course convenors and a number of invited experts. A number of readings have been recommended and these will help to further develop your knowledge in the field. Course notes and readings are available for purchase from the UNSW Bookshop.

While most resources have been printed for you, many of the resources you will require as you work through your lecture notes are accessible via the Internet. Use of the Internet and an ability to navigate around relevant health web sites is a core skill for public health managers and practitioners, so please consider these activities as part of the learning process. If you hate typing in long web addresses, then you will be pleased to know that the links to the recommended web sites are active within the on-line pdf version of the course notes. Therefore, it is simply a matter of downloading the pdf file, and clicking on the links.

Two non-compulsory discussion topics will be available in Blackboard during term, and these will allow you to practise a public health approach to some relevant public health issues, and will provide you with an opportunity to interact with your classmates.

There are four assessment tasks for this course. They have a practical focus and are designed to assist you to engage with the course material, to develop familiarity with public health resources, to promote critical thinking, and to provide you with practice in concise scientific writing.

Online learning component



UNSW Blackboard is a Learning Management System that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: <http://telt.unsw.edu.au/>

The purpose of the online component is threefold. It provides:

1. A discussion facility for you to raise any questions arising during semester. Unless questions are of a personal nature, please do not email us directly, but raise them either in class or using this facility. We will check online at least weekly and address any issues raised.
2. Participate in interesting (non-compulsory) public health discussions with your fellow students. There will be two discussion topics during semester. These will build on concepts discussed in lectures, and give you the opportunity to practise a public health approach. Please limit your responses to one average sized paragraph (long responses are too difficult to read on-screen). If you have more to say, feel free to participate more than once. The discussion will be moderated, but your responses will not contribute to your marks. Thus, this is a forum for learning NOT assessment. So just have a go!
3. A place for you to submit your assessment tasks. For further details see "Submitting your assignments".

The address to login to the online component is:

<http://telt.unsw.edu.au/>

Guidance for using UNSW Blackboard

The School runs a Blackboard tutorial during residential week at the start of each semester. If you are unable to attend this tutorial, guidance for using UNSW Blackboard, including some basic tips, can be found at:

<http://support.telt.unsw.edu.au/blackboard>

If you are still experiencing difficulties with UNSW Blackboard, please contact the UNSW IT Service Desk for assistance.

Assessment

Details of assessment requirements

There are four different assessment tasks for this course. **You must pass all assessment tasks to satisfactorily complete this course.**

1. **Assignment 1 – 25%**
2. **Assignment 2 – 25%**
3. **Assignment 3 – 25%**
4. **Assignment 4 – 25%**

All written assessment is expected to be your own individual work even if you worked on the assignment in a group or discussed it. It is essential that you abide by academic standards and that your assignment is not the result of collusion or that of plagiarism. Please see UNSW definition of collusion and plagiarism in the course notes.

1. Assignment 1

25% of total marks

Due date: Sunday 27/03/11

Submission format: Electronic submission via document upload in Blackboard (do not type text directly into Blackboard) with document in one of the following formats: MS Word or rtf (rich text format).

PDF format is NOT ACCEPTABLE.

Length: 500 words

(NB. We will accept 10% over the 500 word limit. Any written material after 550 words will **NOT** be read).

OPTIONS: There are two options for this assignment. You must select the option depending on the Masters program in which you are enrolled.

OPTION 1: For all students except MHM students or those doing a combined MPH/MHM degree:

You are an advisor to the new state health minister. There has been recent media publicity about road safety in the state following a spate of nasty road traffic crashes, and there is much community debate about what should be

done about the problem. The health minister thinks that this is a public health issue and that the department should become involved in working with other sectors to identify some solutions, but others in the department disagree. Write a brief statement of 500 words which will help him or her to decide on whether or not this is a legitimate public health issue. Make sure that you back up your arguments with some evidence. In-text references and your reference list are not included in the word limit.

You may write about NSW, or your home state (in Australia or overseas).

Important note: To assist in marking, please ensure the following title appears at the top of your assignment:

“Option 1 with focus on [state, country].Word Count [insert count]”

OPTION 2: For MHM Students and those undertaking the combined MPH/MHM degree:

Why is it important for a health services manager to understand public health? Write a brief statement of 500 words including at least three reasons and justification for each, for your local health service newsletter. Make sure that you back up your arguments with some evidence. In-text references and your reference list are not included in the word limit.

You may apply your answer to health service managers in Australia or your home country (if an overseas student). Please indicate your focus at the top of your submission.

Important note: To assist in marking, please ensure the following title appears at the top of your assignment:

“Option 2 with focus on [state/country].Word Count [insert count]”

Assessment criteria for Assignment 1

In assessing this assignment we will be looking at the following within your work:

- Evidence to show an understanding of, and ability to, critically reflect on concepts, issues and approaches relevant to public health.
- Clear expression of ideas and the presentation of a cogent argument.
- Referencing which is undertaken accurately and as necessary.
- Adherence to word limit (Please note: The word limit will be checked during marking).

2. Assignment 2

25% of total marks

Due date: Sunday 24/04/11

Submission format: Electronic submission via document upload in Blackboard (do not type text directly into Blackboard) with document in one of the following formats: MS Word or rtf (rich text format).

PDF format is NOT ACCEPTABLE.

Length: 500 words

(NB. We will accept 10% over the 500 word limit. Any written material after 550 words will **NOT** be read).

Tobacco smoking, poor nutrition, alcohol misuse, and physical inactivity are four health damaging behaviours that account for a significant burden of disease. Choose one of the health damaging behaviours and provide a 500 word discussion for an audience of public health students, on the extent to which the action areas of the Ottawa Charter have been applied to promote healthy behaviour in the population. You may apply your answer at a national, state or local level for Australia or your home country (for overseas students). The discussion is to be no more than 500 words long, and must be referenced.

Since you are writing for an audience of public health students, you may assume a high level of public health knowledge, so there is no need to explain public health concepts.

In-text references and your reference list are not included in the word limit.

Important note: To assist in marking, please ensure you title your article in the following way:

“Application of the Ottawa Charter to [insert health damaging behaviour] at the [local/state/national] level in [country of choice]. Word Count [insert count]”

Assessment criteria for Assignment 2

In assessing this assignment we will be looking at the following within your work:

- An understanding of health priority action areas.
- An ability to access and interpret relevant resources (such as the scientific literature, policy documents and government reports) from a range of information sources.
- A depth of analysis, evidence of critical thinking and conclusions supported by evidence and the interpretation of information.

- Referencing which is undertaken accurately and as necessary
- Adherence to word limit (Please note: The word limit will be checked during marking).

3. Assignment 3

25% of total marks

Due date: Sunday 29/05/11

Submission format: Electronic submission via document upload in Blackboard (do not type text directly into Blackboard) with document in one of the following formats: MS Word or rtf (rich text format).

PDF format is NOT ACCEPTABLE.

Length: 500 words

(NB. We will accept 10% over the 500 word limit. Any written material after 550 words will **NOT** be read).

You have been asked to give a brief presentation to a group of visiting health service managers on the most important features of the Australian healthcare system. In no more than 500 words, please summarise the key features of the Australian healthcare system, and why it is considered necessary to carry out health reform. In-text references and your reference list are not included in the word limit.

Important note: To assist in marking, please ensure you provide the word count at the top of your answer.

Assessment criteria for Assignment 3

In assessing this assignment we will be looking at the following within your work:

- An understanding of the strengths and weaknesses of the Australian healthcare system, and of the debates around health care reform.
- An ability to identify and access relevant health information.
- A depth of analysis, evidence of critical thinking and conclusions supported by evidence and the interpretation of information.
- Referencing which is undertaken accurately and as necessary
- Adherence to word limit (Please note: The word limit will be checked during marking).

4. Assignment 4

25% of total marks

Due date: Sunday 29/05/11

Submission format: Electronic submission via document upload in Blackboard (do not type text directly into Blackboard) with document in one of the following formats: MS Word or rtf (rich text format).

PDF format is NOT ACCEPTABLE.

Length: 500 words

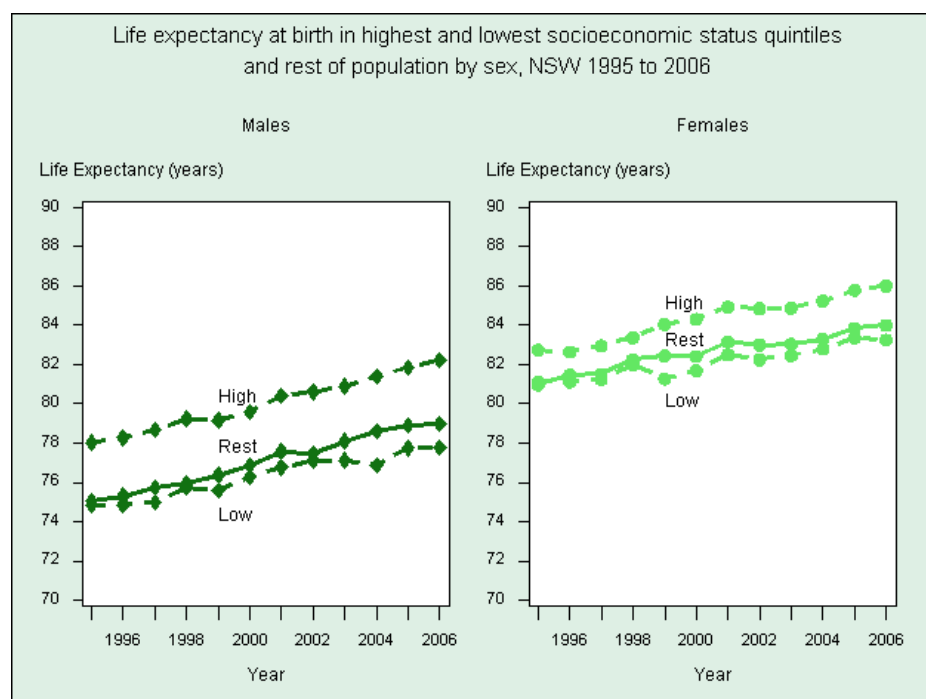
(NB. We will accept 10% over the 500 word limit. Any written material after 550 words will **NOT** be read).

According to the latest Chief Health Officer's Report, the difference in life expectancy at birth between those in the most and least disadvantaged areas in NSW is 4.4 years for males and 2.7 years for females. In the 12 years between 1995 and 2006, life expectancy increased for all SES groups for both males and females, however, in absolute terms, the 'gap' in life expectancy between the lowest and highest SES groups increased over this period. See the figure below, which is taken from this report.

Source: Chief Health Officers Report, available at

http://www.health.nsw.gov.au/publichealth/chorep/ses/ses_lomidhilex.asp

(accessed January 24, 2011).



From your knowledge of the causes of health inequalities, identify three actions that could be taken by government (at any level) to tackle the underlying causes of health inequality in NSW, and three actions that would improve access to quality and appropriate health services and programs. Discuss why you think the actions that you have chosen would be effective.

References are to be appended to the end of your answer. In-text references and your reference list are not included in the word limit.

Important note: To assist in marking, please ensure you provide the word count at the top of your answer.

Assessment criteria for Assignment 4

In assessing this assignment we will be looking at the following within your work:

- Demonstration of an ability to take a “new public health approach” to the issue of health inequality.
- An ability to access and interpret relevant resources from a range of information sources.
- A depth of analysis, evidence of critical thinking and conclusions supported by evidence and the interpretation of information.
- Referencing which is undertaken accurately and as necessary
- Adherence to word limit (Please note: The word limit will be checked during marking).

Grading and marking

Grades to be used are represented by the following symbols (and corresponding range of marks):

HD (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

HD This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.

DN This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)

CR This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

PS This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

FL This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

1. All assignments must be submitted through Blackboard by the due date. Please upload your submission in one of the following formats: MS Word, Rich text format (**not pdf**). Do **not** type your answer directly into Blackboard. Instructions are provided when you click on the link. The address to login to the online component is: <http://telt.unsw.edu.au/>
2. In order to be fair to those students who submit their assignments by the due date, all late assignments (unless extension or exemption previously agreed) will drop a grade. This rule applies if the assignment is one day or one week late. Assignments will continue to drop a grade for each additional week overdue.
3. Extensions will only be granted to students suffering extenuating circumstances. Extensions of up to one week are only granted if requested before the due date. Longer extensions, up to a maximum of two weeks, are only considered with medical certificate unless other appropriate reason is given. Application for extension must be made by email to the course coordinators (r.poulos@unsw.edu.au or a.hodgkinson@unsw.edu.au).
4. Assignments will not be marked if submitted after other students' assignments have been returned.
5. Only FL assignments can be resubmitted. The maximum grade that can be achieved after re-marking is a PS (50%).
6. We aim to have the first and second assignments marked within two weeks of the due date. The other assignments will be marked and returned around the time the university releases final marks for the semester.

Feedback on assessment

You will be provided with individualised feedback on your assignment via Blackboard. You will be marked according to the marking criteria listed earlier. The aim of any feedback is to help you to identify your strengths and weaknesses, and to improve your academic writing skills.

This course is for many students their first postgraduate experience. Consequently, some students discover they have to learn a number of new skills and do less well than they expected. This should be viewed as a valuable learning experience and not a disaster! We are always delighted each semester to see considerable overall improvement in the quality of work between the early and later assignments because this indicates that students are mastering academic and public health skills.

Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work. You will find more information on plagiarism and the consequences of plagiarising in the Student handbook:

<http://www.lc.unsw.edu.au/plagiarism/link.html>

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else.

It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing> and

<http://www.lc.unsw.edu.au/linkc.html>

Readings and resources

Learning resources for this course consist of the following:

1. The course notes with readings
2. The Blackboard (online learning) component
3. The essential text, Lin V., Smith J., Fawkes S. with Robinson P. and Chaplin S. *Public Health Practice in Australia: The organised effort*. Crows Nest: Allen & Unwin Australia, 2007.

This is an excellent resource that will serve you well throughout your public health and health management studies. You will be asked to read sections of the text to supplement your course notes, and you will find it a useful reference for your assignments. It is available in the UNSW library and bookshop. The bookshop website address is:

<http://www.bookshop.unsw.edu.au>

4. Additional text (recommended but not essential), Duckett S.J. *The Australian Health Care System*. Third Edition. Melbourne: Oxford University Press, 2007.

This text is also available in the UNSW library and bookshop. It provides an excellent account of all aspects of the Australian Health Care System.

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

In order to improve this course I will ask you for your views about the course towards the end of semester. In the light of feedback received from students in previous years, I have made modifications to lecture topics, assignments (included options for international students), and added public health discussion topics to the online component of the course.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at:

http://www.its.unsw.edu.au/policies/policies_home.html

UNSW IT Service Desk (UNSW Blackboard support)

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: <http://www.it.unsw.edu.au/index.html>
Tel: +61 (2) 9385 1333
Email: itservicecentre@unsw.edu.au
Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://www.library.unsw.edu.au/>
Postgraduate Services: <http://www.library.unsw.edu.au/servicesfor/PGandH.html>
Tel: 02 9385 2650
Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program. It is **highly recommended** that you complete these tutorials and get familiar with the resources available prior to commencing your studies and assignments. <http://elise.library.unsw.edu.au/home/welcome.html>

Online Information Skills Tutorial - ELISE Plus

This is a task-based approach to the information literacy and the skills you need to be effective. It contains modules on searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites and citing references. This tutorial is designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. Entering coursework students should complete the ELISE quiz: <http://eliseplus.library.unsw.edu.au/>

The ELISE postgraduate tutorial – ELISE Advanced

The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information.

<http://pgelise.library.unsw.edu.au/>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

<http://subjectguides.library.unsw.edu.au/>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments:

<http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download if from the web.

<http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/Current%20Students>

For any further assistance, you can contact:

Postgraduate Office
School of Public Health and Community Medicine
The University of New South Wales
Level 2, Samuels Building
UNSW Sydney NSW 2052, Australia

T: + 61 (2) 9385 1699 - Graduate Health Management Programs
T: + 61 (2) 9385 2507 - Graduate Public Health Programs
T: + 61 (2) 9385 1928 - Graduate Clinical Education Programs

F: + 61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety:

http://www.hr.unsw.edu.au/ohswc/ohswc_home.html

Complaints procedures: <https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity: <https://my.unsw.edu.au/student/atoz/EquityDiversity.html>

Course schedule

This course schedule (next page) lists the order in which lectures will be presented to the internal students. External students are advised to follow the same schedule, irrespective of the order of the lectures in the course notes. This schedule is accurate at the time of printing but is subject to change. So please check Blackboard each Monday before coming to class in case of any last minute alterations. You are advised to note the dates of the assessment tasks in your diary now.

Course schedule

Date	Week	Lecture Topic	Lecturer	Important Diary Dates
28/02/11	Week 1	Introduction to public health and measuring population health	Dr Ros Poulos	
07/03/11	Week 2	Global public health	Richard Taylor	
14/03/11	Week 3	Health Care Systems	Alan Hodgkinson	Internal Students seminar on academic writing, 2-3.30pm
21/03/11	Week 4	Infectious disease control	Prof Mark Ferson	Assignment 1 due 27/03/11
28/03/11	Week 5	Chronic non-communicable disease	Dr Ros Poulos/Prof Nick Zwar	
04/04/11	Week 6	Management in Public Health	Alan Hodgkinson	Internal Students Q &A seminar, 2-3.30pm
11/04/11	Week 7	Social determinants of health	Ms Liz Harris	
18/04/11	Week 8	Indigenous health	Muru Marri Indigenous Health Unit	Assignment 2 due 24/04/11
25/04/11	Uni break			
02/05/11	Week 9	Introductory Environmental Health	Muru Marri Indigenous Health Unit	
09/05/10	Week 10	Introducing Health Policy	Prof Anthony Zwi	Internal Students Q &A seminar, 2-3.30pm
16/05/11	Week 11	Health Impact Assessment	Mr Ben Harris-Roxas	
23/05/11	Week 12	Public health advocacy	Ms Ann Bunde-Birouste	
30/05/11				Assignments 3 & 4 due 29/05/11