

School of Population Health



**FOUNDATIONS
OF PUBLIC HEALTH
PUBH8749
(6 credit points)**

UNIT GUIDEBOOK

Semester 2 – 2009

UNIT COORDINATOR:

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Unit Coordinator contact details

Dr Niyi Awofeso is the Unit Coordinator of, and has overall responsibility for, *Foundations of Public Health 8749* in Semester 2, 2009. He is located in room 1.20 at the School of Population Health building, Nedlands Campus. He can be contacted via email (niyi.awofeso@uwa.edu.au), by phone (64881282), or by arranging face-to-face meetings.

Class times and venues

Based on feedback from previous participants, the unit has been structured such that students have 3-hour block sessions. Each semester week, a two-hour lecture will be immediately followed by a one-hour tutorial, including two short breaks on Mondays from 4pm to 7pm. All lectures will be held at the Hew Roberts lecture theatre on the Nedlands Campus from 4pm – 5.45pm. The tutorial immediately following each lecture will be held in seminar rooms 3 and 4 at the School of Population Health building, Nedlands Campus from 6pm – 6.45pm.

WebCT

This unit is supported by WebCT. You may log on at: <http://webct.uwa.edu.au>

UWA policy on ethical scholarship

Please refer to the University's policy on ethical scholarship, academic literacy and academic misconduct: <http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/Dishonesty>. Students enrolled in this unit who are found to be engaged in plagiarism or other forms of academic dishonesty in writing out the individual and group assignments will be subject to UWA sanctions.

UWA student support services

Many Students may find UWA support services such as Student Services and Student Guild useful. These agencies provide valuable assistance with learning, language and research skills, career advice, housing services, financial aid, counselling, and disability services. Contacts include Rachel Schmitt (Student Services) and Martyn Churcher (Student Guild). In addition, the UWA Medical Library provides a range of services to assist students efficiently access information relevant to their units. The Health Librarian is Carol Newton.

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UNIT INFORMATION

Unit Description

Foundations of Public Health PUBH8749 is a postgraduate coursework unit designed to introduce participants to the evolution, theory and practice of public health. Public health is a discipline that organises response by society to protect and promote health, and to prevent illness, injury and disability. The starting point for identifying public health issues, problems, successes and priorities, and for designing and implementing interventions is the population as a whole, or population sub-groups. Ideally, this introductory unit should be taken during the early phase of postgraduate coursework programs. Research students and postgraduate students from disciplines outside of the UWA School of Population Health who are interested in understanding the history, structure and functions of public health, as well as contemporary public health issues, may benefit from taking this unit. The only academic pre-requisite for the unit is an undergraduate degree from any discipline.

The unit provides a multi-disciplinary grounding in public health theory and practice that draws on the subject matter of the biomedical, behavioural and social sciences, and the principles and methods of epidemiology and other research disciplines. The lecture sessions guide participants through history, structure, socio-economic, political, behavioural and environmental determinants of health, discipline-specific foundations of public health, ethics, human rights and equity issues in health, public health research, global public health issues, and several ‘special topics’ related to contemporary public health issues.

Educational Outcomes

The course aims to introduce participants to public health concepts, practices and issues in sufficient scope and depth to facilitate acquisition of core competences and application of basic public health skills. The scope of the anticipated educational outcomes is defined by the unit’s Aims and Objectives.

Aims

- ☒ Understand a history of public health, with particular emphasis on dominant paradigms, action frameworks and legacies of past as well as current public health movements.
- ☒ Apply knowledge shared from lecture topics, tutorial topics and assignments to enhance understanding of other public health units, as well as contemporary public health issues.

Objectives

- ☒ Interpret and exemplify analytical approaches, dominant paradigms and action frameworks of major eras of public health.
- ☒ Outline key approaches of the “New Public Health” towards addressing contemporary public health functions.
- ☒ Describe public health related concepts such as Millennium Development Goals; Poverty; Primary, Secondary and Tertiary Prevention; Quality in Health Care.
- ☒ Explain major activities of discipline-specific and interdisciplinary building blocks in public health – Biostatistics, Epidemiology, Environmental Health Science, Health Promotion, Health Administration, Behavioural Sciences, Advocacy, Health Economics and Health Informatics.
- ☒ Illustrate national and international public health responses towards controlling or mitigating infectious diseases, chronic diseases and public health emergencies such as pandemic influenza and terrorism.

UNIT TIMETABLE: SECOND SEMESTER, 2009

VENUES:

Lectures: Hew Roberts Lecture Theatre, Nedlands Campus, UWA (4pm – 5.45pm)

Tutorials: Seminar Rooms 3 & 4, School of Population Health, UWA (6pm – 6.45pm)

***(Dr. Awofeso will facilitate or co-facilitate all lectures and tutorials in the unit)**

WEEK	DATE	LECTURE	TUTORIAL
1	20 JULY	<ul style="list-style-type: none"> INTRODUCTIONS HISTORICAL FOUNDATIONS OF PUBLIC HEALTH 	W.H.O. WORLD HEALTH REPORT 2008: PRIMARY HEALTH CARE – NOW MORE THAN EVER; GROUPS FOR MAJOR PROJECT
2	27 JULY	<ul style="list-style-type: none"> STRUCTURAL AND FUNCTIONAL FOUNDATIONS OF PUBLIC HEALTH 	WORKFORCE ISSUES IN PUBLIC HEALTH – AUSTRALIA AND INTERNATIONALLY
3	3 AUGUST	<ul style="list-style-type: none"> SOCIO-ECONOMIC AND POLITICAL FOUNDATIONS OF PUBLIC HEALTH 	POLITICAL DETERMINANTS OF SOCIAL DETERMINANTS OF HEALTH
4	10 AUGUST	<ul style="list-style-type: none"> BEHAVIOURAL AND ENVIRONMENTAL FOUNDATIONS OF PUBLIC HEALTH 	HEPATITIS C INFECTION AND INJECTING DRUG USE
5	17 AUGUST	<ul style="list-style-type: none"> DISCIPLINE-SPECIFIC FOUNDATIONS OF PUBLIC HEALTH 	ASSESSMENT TEST [ESSAY] – 1 HOUR (20% OF TOTAL MARKS)
6	24 AUGUST	<ul style="list-style-type: none"> ETHICAL FOUNDATIONS OF PUBLIC HEALTH 	TUSKEGEE SYPHILIS STUDY AND BIO-ETHICS; DISCUSSION OF GROUP PROJECT (30% OF TOTAL MARKS)
7	31 AUGUST	<ul style="list-style-type: none"> MILLENNIUM DEVELOPMENT GOALS (MDG) AND PUBLIC HEALTH 	DISCUSSIONS ON INDIVIDUAL MDG ESSAY (50% OF TOTAL MARKS), DUE 30 OCTOBER 2009. FEEDBACK ON WEEK 5'S ASSESSMENT TEST.
MID SEMESTER BREAK – NO TEACHING SESSION ON 7 SEPTEMBER			
8	14 SEPTEMBER	<ul style="list-style-type: none"> HEALTH SYSTEMS RESEARCH FOUNDATIONS OF PUBLIC HEALTH 	PUBLIC HEALTH RESEARCH STUDIES
9	21 SEPTEMBER	<ul style="list-style-type: none"> INTERNATIONAL COOPERATION FOUNDATIONS OF PUBLIC HEALTH; PUBLIC HEALTH ADVOCACY 	REVIEW OF GROUP PROJECT
10	28 SEPTEMBER	<ul style="list-style-type: none"> ABORIGINAL HEALTH IMPROVEMENT – “CLOSING THE GAP” STRATEGIC INITIATIVES PRISON HEALTH SERVICES – TOBACCO AND HEPATITIS C CONTROL 	REVIEW OF GROUP PROJECT

WEEK	DATE	LECTURE	TUTORIAL
11	5 OCTOBER	<ul style="list-style-type: none"> POLITICAL EPIDEMIOLOGY, TERRORISM AND PUBLIC HEALTH 	PUBLIC HEALTH POLICIES FOR ALCOHOL CONTROL; REVIEW OF GROUP PROJECT
12	12 OCTOBER	<ul style="list-style-type: none"> HEALTH IMPACT ASSESSMENT QUALITY IN HEALTH 	REVIEW OF GROUP PROJECT
13	19 OCTOBER	FORMAL (POWERPOINT) PRESENTATIONS OF GROUP PROJECTS TO EXTERNAL EXAMINER AND OTHER STUDENTS, AND SUBMISSION OF 2000-WORD ESSAY COMPONENT FOR ASSESSMENT.	

Student Participation

Foundations of Public Health adopts adult learning principles in the pursuit of its stated academic aims and objectives. The quality of the learning experience gained by each student is dependent not only on the design and of the unit and conduct of lecture and tutorial sessions, but also on the contributions to class information, discussion and debate made by every member of class and the individual student's commitment to the discovery of knowledge manifest especially through preparation for and participation in, classroom activities. Dr. Awofeso will encourage such participation through adoption of flexible approaches to teaching and learning and the forwarding of pertinent articles and documents through the General Resources section of WebCT to facilitate preparation for lectures and tutorials. It is expected that students will invest at least an hour of self-directed study for every one hour of contact time in class. Thus, the overall workload for the Unit should be in the vicinity of six-eight hours per week.

Textbooks and Internet Sites

There is no prescribed textbook for the unit. Most of the recommended readings for the lectures and tutorials are journal articles. Copies of the journal articles related to each topic will be posted on WebCT. However, there are a number of textbooks in the UWA medical library that are pertinent to the Unit. In addition, there are websites that offer valuable resources relevant to the issues covered in the Unit:

Books available in UWA Library

- Rosen, G. *A History of Public Health*. Baltimore: Johns Hopkins Press, 1993. UWA Library Call Number: [614.09 1993 HIS](#)
- Baum, F. *The New Public Health*. South Melbourne: Oxford University Press, 2008. UWA Library Call Number: [362.10994 2008 NEW](#)
- Schneider M-J. *Introduction to Public Health*. Jones and Bartlett Publ, Massachusetts, 2006. UWA Library Call Number: [362.1 2006 INT](#)

Some easily accessible Internet websites with information pertinent to the topics discussed in the unit

- World Health Organization: <http://www.who.int/en/>
- Bulletin of World Health Organization: <http://www.who.int/bulletin/en/>
- United Nations Development Program: <http://www.undp.org/>
- Medical Journal of Australia: <http://www.mja.com.au/>
- Biomed Public Health: <http://www.biomedcentral.com/bmcpublichealth/>

STUDENT ASSESSMENT

A: Class test (20%):

A one hour closed-book test will be conducted in the tutorial period of week 5. This assessment will be based on lecture and tutorial topics covered in weeks 1, 2 and 3. Students will be provided with a single question that is worded to assess their ability to apply public health concepts discussed in class to Australian disease control settings. Marked answer scripts with feedback will be returned to students by week 7 or earlier.

B: Public Health Review essay (50%)

Students will be required to write a 2,700 – 3,000 word essay (excluding abstract, table(s) and references.). Students have a choice of one of the two questions below:

- 1) Select a public health-related Millennium Development Goal (MDG) and critically analyse the extent to which its targets have been met in Papua New Guinea (PNG). Australia is PNG's most generous external aid donor. Briefly discuss the impact of Australian aid in facilitating the achievement of the MDG you selected.

OR

- 2) The Millennium Development Goal 7 aims to achieve environmental sustainability globally. Target 7a is focused on integrating the principles of sustainable development into country policies and programs, as well as reversing loss of environmental resources. Agenda 21 of the 1992 UN Conference on Environment and Climate Change (Rio Summit) action plan for implementing sustainable development acknowledges that the health of the people and the environment are closely interlinked. Agenda 21 was reaffirmed at the 2002 World Summit on Sustainable Development in Johannesburg. Critically analyse the concept of "Sustainable Development", highlight one Australian federal or State government policy with a strong sustainable development component, and discuss potential public health consequences of unsustainable development in Australia. Suggest public health initiatives that may be applied to facilitate sustainable development in Australia.

Due date for Public Health Review essay: Friday 30 October 2009

For topic 1, It is anticipated that the individual essay submitted will be based upon extensive reading of the public health literature (minimum of 15 journal articles or government reports, maximum of 50) related to MDG and PNG's public health system. Web based literature may also be used to support the journal articles. At least one Graph and one Table that capture trends in MDG progress in PNG are required. For Australia's contribution to PNG, you are advised to access the AusAID website: <http://www.ausaid.gov.au/> as well as PNG-Australia foreign assistance documents (e.g. http://www.ausaid.gov.au/publications/pdf/qas34_contribution.pdf). For topic 2, students need to be familiar with the current Australian government's policy initiatives on climate change, as well as the 1995 National Forest Policy (http://www.daff.gov.au/data/assets/pdf_file/0019/37612/nat_nfps.pdf). In addition, students who choose this topic need to be familiar with the content of the Rio Summit Declaration on Environment and Development (<http://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm>).

Dr. Awofeso is available to discuss or review the wording of the topic you select for the individual essay report.

The essay should be structured as an article of a standard suitable for publication as a Public Health Review article in the Bulletin of the World Health Organization. You are required to view articles published in the *Bulletin*, and use the "Information for Contributors (http://www.who.int/bulletin/contributors/current_guidelines.pdf)" as guidance for preparing your essay.

The marks for the essay will be allocated as follows:

1. Structure in line with *Bulletin* guidelines for a Public Health Review article: 5 marks
2. Depth of analysis of selected MDG's progress in PNG/concept of sustainable development and its potential public health effects in Australia : 20 marks
3. Discussion of reasons for variance, and comparison of progress with others countries in the WHO pacific region/analysis of one Australian government policy on sustainable development: 10 marks
4. Impact assessment of Australia's Official Development Assistance programs relevant to your selected MDG to PNG, based on official (and peer-reviewed journal) reports/potentially effective public health initiatives to facilitate sustainable development in Australia: 10 marks
5. Quality and relevance of references cited: 5 marks.

Late submission will incur a loss of 7 marks in the first three working days following the submission deadline. Afterwards, students who submit may not have their submissions assessed.

C: Group project (30%)

Each of the groups is required to write a Position Paper on a specified aspect of one of the following health priorities in Australia:

- Cardiovascular health
- Diabetes mellitus
- Mental health
- Cancer prevention

An important component of the group project is evidence that each group undertook meetings and/or discussions with key community stakeholders in the areas relevant to their selected topic. Details of such meetings should be documented both in the presentation as well as in the typewritten version of the Position Paper. Note that a Position Paper contains background information and discussion in order to provide a more complete understanding of the issues involved and the rationale behind the positions set forth. Examples of Position Papers may be found on the following sites:

http://www.anzbms.org.au/resources/policies/ANZBMS_Calcium_Position_Paper_2007.pdf ;
<http://whyquit.com/pr/092507.html>

It is expected that your group will focus on a specific aspect of one of these four national priorities. It is advisable to consult Dr. Awofeso in the process of selecting each group's topic of Position Paper. Each Position Paper should strive to provide an alternative viewpoint to a current Australian government policy. Each group's report should be no longer than 2000 words, and should contain 20 – 25 references. A PowerPoint version will be presented on 19 October, and will be assessed, in part, by another staff member of the School of Population Health. A third of the assessment marks will be by peer assessment. A written version will be submitted for assessment by Dr. Awofeso immediately following the PowerPoint presentations on 19 October.

Assessment details are as follows;

- SPH staff member's assessment of presentation: 10 marks
- Assessment of presentation by other students outside of group presenting: 10 marks
- Unit coordinator's assessment of written Position Paper: 10 marks.

The scoring criteria for the assessment of presentation by other students, as well as the written component of the Position Paper, will be negotiated with students enrolled on the course.

Wishing you an intellectually rewarding and interesting experience in taking this unit!