



# SUBJECT OUTLINE

Subject Name:

**Foundations of Public Health**

Subject Code:

**SOCH311**

## SECTION 1 – GENERAL INFORMATION

Award/s:

Total Course Credit Points:

Level:

Bachelor of Health Science (Acupuncture)

128

4<sup>th</sup> Year

Bachelor of Health Science (Naturopathy)

128

4<sup>th</sup> Year

Bachelor of Health Science (Nutritional and Dietetic Medicine)

96

3<sup>rd</sup> Year

Duration: 1 Semester

Subject is: Core

Subject Credit Points: 2

### Student Workload:

No. timetabled hours per week:  
**3**

No. personal study hours per week:  
**2**

Total hours per week:  
**5**

Delivery Mode\*:

☐ On campus

☒ Online / Digital

☐ Blended

☐ Intensive

Weekly Session^ Format/s - 1 session per week:

☒ Livestream lectures:

☒ 2 hours

☐ 3 hours

1 x 2 hr lecture per week

☒ Livestream workshops / tutorials:

☒ 1 hour

☐ 2 hours

1 x 1 hr tutorial session per week

\*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.

^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.

**Note:** As they are aware, international students on a Student Visa (500) must attend livestream classes on their local campus, using the Virtual Classrooms provided.

Study Pattern: ☒ Full Time

☒ Part Time

Pre-requisites: SOCQ121

Co-requisites: Nil

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

Public health is the collective effort that aims to prevent illness and promote health and this foundational subject aims to deepen students' appreciation of the potential contribution of Complementary Medicine to public health outcomes locally and globally. It introduces Complementary Medicine students to the scope of public health activity and the significant challenges it faces in the twenty-first century. The subject develops students' understanding of



the determinants of health and focuses their attention on the drivers of health outcomes and inequities. It also invites students to engage with the knowledge and practice of planning and evaluating health interventions and service provision, a fundamental aspect of public health practice.

## Learning Outcomes

1. Demonstrate an understanding of social and other determinants of health.
2. Apply concepts of health equity to contemporary public health issues and articulate an Integrative / Complementary Medicine approach to addressing health inequities.
3. Demonstrate an understanding of health promotion principles and practice and consider how these apply to health interventions and programs.
4. Develop and apply health research and evaluation knowledge and skills.
5. Demonstrate an understanding of public health policy development and implementation.

## Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Part A – Project Outline</b> (500 words)	1-5	1-12	Week 7	30%
<b>Part B – Project Plan</b> (2000 words)	1- 5	1-12	Week 13	50%
<b>Part C – Oral Presentation</b> (10 minutes)	1-5	1-12	Session 13	20%
All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS				

### Prescribed Readings:

1. Liamputtong, P. (Ed). (2022). *Public health: Local and global perspectives* (3<sup>rd</sup> ed.). Cambridge University Press.

### Recommended Readings:

1. Lin, V., Smith, J. & Fawkes, S. (2014). *Public health practice in Australia the organised effort* (2nd ed.). Allen & Unwin.
2. Talbot, L., & Verrinder, G. (2018). *Promoting health: The primary health care approach* (6th ed.). Elsevier. [ebook available]



## Subject Content

Week	Lectures	Tutorials / Practicals
1.	<p><b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p><b>Introduction to Public Health</b></p> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in pre-class directed learning session</li> <li>➤ Lecture: introduction to the principles and key concepts of public health, the health system and health policy decision making in Australia</li> <li>➤ Group activity – small group discussion of CM practitioners in the Australian health workforce</li> <li>➤ Case Study</li> <li>➤ Accessing reliable resources for Public Health information – Discussion.</li> <li>➤ Assessment discussion Q&amp;A</li> </ul>	<p>Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback</p> <p><b>Pre-Class</b></p> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery - introduction to public health</li> <li>➤ Course textbook readings</li> </ul> <p><b>Post-Class</b></p> <ul style="list-style-type: none"> <li>➤ Review contemporary websites re the health system and health policy decision making in the Australian context. Share insights and reflections on class digital learning platform</li> </ul>
2.	<p><b>Determinants of Health</b></p> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning session.</li> <li>➤ Lecture: Ecological model of health, social and other determinants of health and health equity</li> <li>➤ Case Study</li> <li>➤ Group activity</li> <li>➤ Introduction to Workshop structure (1-10)</li> <li>➤ Assignment discussion and Q&amp;A</li> </ul>	<p><b>Pre-Class</b></p> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery - introduction to the determinants of health</li> </ul> <p><b>Post-Class</b></p> <ul style="list-style-type: none"> <li>➤ Contemporary website search concerning public health dialogue and feedback via class digital learning platform</li> </ul>
3.	<p><b>Local and Global Public Health Perspectives</b></p> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning session</li> <li>➤ Lecture: WHO: Health for all and Public Health in Australia</li> <li>➤ Case study</li> <li>➤ CM and primary health care - facilitated discussion (PHCRIS and tutorial)</li> <li>➤ <i>Workshop 1: Persuasive writing in PH learning/exercise.</i></li> </ul>	<p><b>Pre-Class</b></p> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery - introduction to Primary Health Care</li> <li>➤ Course readings – definitions of primary health care</li> </ul> <p><b>Post-Class</b></p> <ul style="list-style-type: none"> <li>➤ Contemporary website research: what are some examples of primary health care providers/workers. Share findings via the class digital learning platform</li> </ul>
4.	<p><b>Health Promotion</b></p> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning session</li> <li>➤ Lecture: Theory and practice of health promotion and the Ottawa Charter for Health Promotion</li> <li>➤ Group discussion of Ottawa Charter.</li> </ul>	<p><b>Pre-Class</b></p> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery- introduction to health promotion.</li> </ul> <p><b>Post-Class</b></p> <ul style="list-style-type: none"> <li>➤ Course reading relating to definition of the Ottawa Charter.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ <i>Workshop 2:</i> Identifying PH issues and potential programs and populations</li> <li>➤ Assignment discussion and Q&amp;A.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contemporary website research: primary health care providers/workers. Share findings via the class digital learning platform</li> </ul>
5.	<b>Evaluating Public Health Interventions</b> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning session</li> <li>➤ Lecture: Health Program Planning and Evaluation and logic model</li> <li>➤ Group discussion - key public health interventions</li> <li>➤ <i>Workshop 3:</i> Introduction to Health Promotion Interventions. Planning, structures and logic models</li> <li>➤ Assignment discussion and Q&amp;A</li> </ul>	<b>Pre-Class</b> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery - introduction to Program Planning</li> </ul> <b>Post-Class</b> <ul style="list-style-type: none"> <li>➤ Individualised search for contemporary information on key public health challenges and interventions. Share findings via the class digital learning platform</li> <li>➤ Revision of Logic Models exercise.</li> </ul>
6.	<b>Introduction to Epidemiology</b> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning session.</li> <li>➤ Lecture : Epidemiological research design, social epidemiology and epidemiology in health care disease surveillance</li> <li>➤ Group work</li> <li>➤ <i>Workshop 4:</i> Project Planning contd.</li> <li>➤ Assessment Q&amp;A.</li> </ul>	<b>Pre-Class</b> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery - introduction to epidemiology</li> </ul> <b>Post-Class</b> <ul style="list-style-type: none"> <li>➤ Reflection on the main uses of epidemiological research and data in health care disease surveillance; read WHO sites for Corona Virus and discuss key concepts in this contemporary context and share findings and academic reflections via class digital learning platform</li> </ul>
7.	<b>Research in Public Health Practice</b> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning</li> <li>➤ Lecture: Evidence based practice, research design and health statistics</li> <li>➤ Descriptive Analysis case study.</li> <li>➤ <i>Workshop 5:</i> Health research data in project planning</li> <li>➤ Assessment Q&amp;A</li> </ul>	<b>Pre-Class</b> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery – introduction to evidence-based practice</li> </ul> <b>Post-Class</b> <ul style="list-style-type: none"> <li>➤ Researching Public Health - reflect on one interesting public health research idea and share academic reflections via the class digital learning platform</li> </ul>
<b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week) <b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8 <b>Semester 2 &amp; Online students</b> – The non-teaching week falls between Weeks 7 and 8		
8.	<b>Key Public Health Initiatives</b> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning</li> <li>➤ Lecture: Closing the Gap Australia and the WHO's Sustainable Development Goals</li> <li>➤ Group debate: Closing the Gap (Australia)</li> </ul>	<b>Pre-Class</b> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery – introduction to Public Health Initiatives</li> </ul> <b>Post-Class</b>



	<ul style="list-style-type: none"> <li>➤ <i>Workshop 6: Analysis - of PH initiatives Strengths and weaknesses</i></li> <li>➤ Assessment discussion and Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>➤ Textbook reading. Reflect on the reading and share academic insights on the class digital learning platform</li> <li>➤ Reflect on any contemporary public health initiatives in Australia today</li> </ul>
9.	<b>Achievements and Challenges in Public Health</b> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning</li> <li>➤ Lecture: Analysing Public Health Programs; Tobacco Control and HIV</li> <li>➤ Group work - discuss key PH strategies; Vaccination programs and Medicinal cannabis.</li> <li>➤ <i>Workshop 7: Structuring a project plan, utilising evidence, and focus on the CM approach</i></li> </ul>	<b>Pre-Class</b> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery – introduction to analysing public health initiatives</li> </ul> <b>Post-Class</b> <ul style="list-style-type: none"> <li>➤ Reflection - Consider these themes with reference to the Corona Virus Pandemic. Share academic reflections on the class digital learning platform</li> </ul>
10.	<b>Nutritional Determinants of Health</b> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning</li> <li>➤ Lecture: Global perspectives and contemporary Australian issues</li> <li>➤ Group work – case study.</li> <li>➤ Work in Pairs – Fat Studies link and exercise</li> <li>➤ <i>Workshop 8: Project implementation; goal, objectives</i></li> </ul>	<b>Pre-Class</b> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery – introduction to nutrition and public health</li> </ul> <b>Post-Class</b> <ul style="list-style-type: none"> <li>➤ Reflection – reflect on the fat studies exercise and search for any new research or discussions about nutrition and Public Health and share thoughts on class digital learning platform</li> </ul>
11.	<b>Environmental Determinants of Health</b> <ul style="list-style-type: none"> <li>➤ Discussion and review of content covered in self-directed learning</li> <li>➤ Lecture: Global and local perspectives and the environmental burden of disease</li> <li>➤ Group work - environmental determinants of health - case studies</li> <li>➤ <i>Workshop 9: Project planning applied workshop- Evaluation</i></li> </ul>	<b>Pre-Class</b> <ul style="list-style-type: none"> <li>➤ Digital resources for delivery – introduction to environmental determinants of health.</li> </ul> <b>Post-Class</b> <ul style="list-style-type: none"> <li>➤ Search for examples of contemporary environmental health issues. Share academic thoughts on class digital learning platform</li> </ul>
12.	<b>Complementary Medicine and Public Health</b> <ul style="list-style-type: none"> <li>➤ Discussion and review of content delivered in self-directed learning</li> <li>➤ Lecture: Towards a model of integrative medicine, E-technologies, law and ethics</li> <li>➤ Group Discussion - advantages and challenges for CM</li> <li>➤ Case studies of 'best practice' integrative public health practitioners / practice</li> <li>➤ <i>Workshop 10 (final): Summary, review and presentation preparation</i></li> </ul>	<b>Pre-Class</b> <ul style="list-style-type: none"> <li>➤ Digital resource delivery –introduction to the role of Complementary Medicine in public health.</li> </ul> <b>Post-Class</b> <ul style="list-style-type: none"> <li>➤ Reflection – explore some recent examples of integrative public health and share academic reflections on class digital learning platform</li> </ul>



13.	<b>Part C – Oral Presentation Subject Summary</b>	➤ Feedback
14.	<b>Non-Teaching Week/Practical Examination Week 1</b> Note that make-up classes may be scheduled in this week	
15.	<b>Non-Teaching Week/Practical Examination Week 2</b> Note that make-up classes may be scheduled in this week	
16.	<b>Final Examination Week 1</b> There is no final exam for this subject.	
17.	<b>Final Examination Week 2</b> There is no final exam for this subject.	