UNSW Course Outline

# PHCM2005 Principles of Prevention and Public Health Surveillance - 2024

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## General Course Information

**Course Code :** PHCM2005
**Year :** 2024
**Term :** Term 3
**Teaching Period :** T3
**Is a multi-term course? :** No
**Faculty :** Faculty of Medicine and Health
**Academic Unit :** School of Population Health
**Delivery Mode :** Multimodal
**Delivery Format :** Standard
**Delivery Location :** Kensington
**Campus :** Sydney
**Study Level :** Undergraduate
**Units of Credit :** 6

**Useful Links**

Handbook Class Timetable

## Course Details & Outcomes

### Course Description

Disease surveillance and population health monitoring represents one of the most important

tools for public health, for early disease detection and prevention, and the monitoring and evaluation. Early detection of and rapid response to a public health threat has huge potential to save lives and costs from preventing hospitalisations and deaths. This course provides an overview of different types of surveillance systems and the sources of data that are used by such systems to generate useful information to inform evidence-based public health action. Students learn to assess the challenges and limitations associated with different types of public health surveillance and develop the skills to examine the tools and approaches that can be used to improve their effectiveness. The course looks at principles of disease prevention more broadly. Public health prevention measures are discussed including immunisation and screening, using case studies for both communicable and non-communicable diseases. The role of epidemiological and social factors is also considered.

## Course Aims

This course aims to introduce the concepts of disease prevention and surveillance in public health. Emphasis is placed on the tools, approaches, and methods used to identify and monitor diseases of public health concern, and how information generated through surveillance is used to inform responses. The course will enable students to identify and developed tailored diseases surveillance strategies, to understand the link between quality surveillance-based information and public health action, and to evaluate surveillance systems' performance.

## Relationship to Other Courses

**Assistance with progression checking:**

If you are unsure how this course fits within your program, you can seek guidance on optimising your program structure, from staff at the Nucleus Student Hub.

Progression plans for UNSW Medicine and Health programs can be found on the UNSW Medicine & Health website.

# Course Learning Outcomes

| Course Learning Outcomes |
| --- |
| CLO1 : Identify public sources of disease surveillance data and describe the advantages and disadvantages of different types of data. |
| CLO2 : Describe the centrality of surveillance data for the goal of disease prevention and control. |
| CLO3 : Describe the strengths and limitations of various surveillance methods and systems. |
| CLO4 : Demonstrate an understanding of the principles of prevention and the differences between primary, secondary and tertiary prevention as goals for public health. |
| CLO5 : Reflect on what is meant between the high-risk versus mass strategy in preventive medicine and the relative contributions of the two approaches. |
| CLO6 : Apply principles of disease prevention to a range of important public health issues, and identify appropriate public health prevention strategies for different diseases. |
| CLO7 : Evaluate disease surveillance and population-based prevention programs. |

| Course Learning Outcomes | Assessment Item |
| --- | --- |
| CLO1 : Identify public sources of disease surveillance data and describe the advantages and disadvantages of different types of data. | • Test<br>• Presentation<br>• Examination of a surveillance sytem |
| CLO2 : Describe the centrality of surveillance data for the goal of disease prevention and control. | • Test<br>• Presentation<br>• Examination of a surveillance sytem |
| CLO3 : Describe the strengths and limitations of various surveillance methods and systems. | • Test<br>• Presentation<br>• Examination of a surveillance sytem |
| CLO4 : Demonstrate an understanding of the principles of prevention and the differences between primary, secondary and tertiary prevention as goals for public health. | • Presentation<br>• Examination of a surveillance sytem |
| CLO5 : Reflect on what is meant between the high-risk versus mass strategy in preventive medicine and the relative contributions of the two approaches. | • Presentation<br>• Examination of a surveillance sytem |
| CLO6 : Apply principles of disease prevention to a range of important public health issues, and identify appropriate public health prevention strategies for different diseases. | • Test<br>• Presentation<br>• Examination of a surveillance sytem |
| CLO7 : Evaluate disease surveillance and population-based prevention programs. | • Presentation<br>• Examination of a surveillance sytem |

## Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams | Zoom | Echo 360

## Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle.

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the 'Acceptable Use of UNSW ICT Resources' policy particularly on respect for intellectual property and copyright, legal and ethical use of ICT resources and security and privacy.

Microsoft Teams will be used for online lectures, tutorials and lecture recordings. Details of this will be communicated via Moodle.

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Test<br>Assessment Format: Individual | 30% | Start Date: Quiz 1 Fri 4 Oct @ 12pm (Sydney time) and Quiz 2 Fri 1 Nov @12pm (Sydney time)<br>Due Date: Quiz 1 Tue 8 Oct @12pm (Sydney time) and Quiz 2 Mon 4 Nov @12 pm (Sydney time). |
| Presentation<br>Assessment Format: Group<br>Short Extension: Yes (2 days) | 35% | Start Date: A2 issued: Mon, 23 Sept @ 5pm (Sydney time)<br>Due Date: A2 due: Mon, 21 Oct @ 12pm (Sydney time) |
| Examination of a surveillance sytem<br>Assessment Format: Individual<br>Short Extension: Yes (2 days) | 35% | Start Date: A3 issued: Mon, 23 Oct @ 5pm (Sydney time)<br>Due Date: A3 due: Mon, 25 Nov @ 12pm (Sydney time) |

## Assessment Details

### Test

**Assessment Overview**

This task aims to assess your understanding of the concepts in each topic and to identify any concepts for immediate remediation. There will be two quizzes released during the course, with questions randomly selected from a bank of questions.

Each quiz is worth 15% of the total course mark. Individualised feedback is provided within two days of the quiz closing. Cohort feedback is provided at the next session led by an academic facilitator and misconceptions discussed.

More details on this task are provided on your course Moodle site.

**Course Learning Outcomes**

- CLO1 : Identify public sources of disease surveillance data and describe the advantages and disadvantages of different types of data.
- CLO2 : Describe the centrality of surveillance data for the goal of disease prevention and control.
- CLO3 : Describe the strengths and limitations of various surveillance methods and systems.
- CLO6 : Apply principles of disease prevention to a range of important public health issues, and identify appropriate public health prevention strategies for different diseases.

**Detailed Assessment Description**

Detailed information about this assessment will be provided on the course Moodle page.

**Assessment Length**

Quiz 1- 10 questions and Quiz 2- 10 questions

**Submission notes**

Refer to Moodle for submission information.

**Assessment information**

Quiz 1 will cover the context covered from week 1 to 4, inclusive (i.e., including content covered in week 4) of the course. Quiz 2 will cover the content covered from week 1 to 8, inclusive.

**Assignment submission Turnitin type**

Not Applicable

**Generative AI Permission Level**

**No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.
For more information on Generative AI and permitted use please see here.

## Presentation

### Assessment Overview

This assignment is a group assessment that is due at the end of the term. You will be assigned a small group and given a scenario to work on. Working with your group, you will develop and justify a plan of surveillance action in response to a public health issue. With your group, you are expected to undertake research to profile the issue and identify context-specific risk factors for a specific setting, recommend an appropriate surveillance strategy to meet the information needs of decision-makers responsible for responding to the issue and outline the activities involved in implementation.

Your group will provide their report as a 15-20 minute presentation.

Each group will receive written feedback based on a rubric designed for this assessment. Further details on these tasks (including the rubric) are provided on your course Teams/Open Learning site.

More details on this task are provided on your course Moodle site.

### Course Learning Outcomes

- CLO1 : Identify public sources of disease surveillance data and describe the advantages and disadvantages of different types of data.
- CLO2 : Describe the centrality of surveillance data for the goal of disease prevention and control.
- CLO3 : Describe the strengths and limitations of various surveillance methods and systems.
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- CLO5 : Reflect on what is meant between the high-risk versus mass strategy in preventive medicine and the relative contributions of the two approaches.
- CLO6 : Apply principles of disease prevention to a range of important public health issues, and identify appropriate public health prevention strategies for different diseases.
- CLO7 : Evaluate disease surveillance and population-based prevention programs.

### Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

### Assessment Length

15–20 minute recorded presentation and a 1-page reflection.

Submission notes

Refer to Moodle for submission information.

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

**Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.
If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

## Examination of a surveillance sytem

Assessment Overview

You will be asked to critique a surveillance system (or an aspect of a system) to identify its use in public health practice and discuss the pros and cons of the method.

Written feedback will be based on course learning outcomes and the extent to which you respond to the task against specific assessment criteria provided in the course.

More details on this task are provided on your course Moodle site.

Course Learning Outcomes

- CLO1 : Identify public sources of disease surveillance data and describe the advantages and disadvantages of different types of data.
- CLO2 : Describe the centrality of surveillance data for the goal of disease prevention and control.
- CLO3 : Describe the strengths and limitations of various surveillance methods and systems.
- CLO4 : Demonstrate an understanding of the principles of prevention and the differences

between primary, secondary and tertiary prevention as goals for public health.
- CLO5 : Reflect on what is meant between the high-risk versus mass strategy in preventive medicine and the relative contributions of the two approaches.
- CLO6 : Apply principles of disease prevention to a range of important public health issues, and identify appropriate public health prevention strategies for different diseases.
- CLO7 : Evaluate disease surveillance and population-based prevention programs.

**Detailed Assessment Description**

Detailed information about this assessment will be provided on the course Moodle page.

**Assessment Length**

1200-1500 words

**Submission notes**

Refer to Moodle for submission information.

**Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

**Generative AI Permission Level**

**Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.
If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

# General Assessment Information

Detailed instructions regarding assessments for this course are provided on the course Moodle page.

For student information on results, grades, and guides to assessment see: https://

student.unsw.edu.au/assessment

**Adopting a critical approach to your assignments**

It is important that you adopt a critical approach to the material that you source for assignments, to the required readings, and to other resources you are presented with during the course. Think about and evaluate the material which you are reading and which you are presenting in assignments. Attempt to cast aside your assumptions and biases and attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this.

**Referencing**

School of Population Health requires students to use either APA or Vancouver referencing styles for all assignments for this course.

It is your responsibility to learn either APA or Vancouver referencing and use it consistently to acknowledge sources of information (citing references). Failure to reference correctly may limit marks to PS or below. Guidelines for acknowledging sources of information can be found on the following websites:

- UNSW Library: http://subjectguides.library.unsw.edu.au/elise 
- UNSW Academic Skills and Support: https://student.unsw.edu.au/skills

**Word limits**

All word limits are to be strictly adhered to (i.e. there is no 10% leeway). Word limits include all text (e.g. headings, title, main text) and exclude tables and figures, in-text citations (if you are using APA) and reference lists. Exceptions may apply. Please refer to your individual task description for exceptions.

**Turnitin**

All written assessment tasks in courses in the School of Population Health use Turnitin. Turnitin is a similarity and generative AI detection software that enables assignments to be checked against the submitted assignments of other students using Turnitin, as well as the internet. If you are unfamiliar with the Turnitin software, a demonstration can be found at: https://

student.unsw.edu.au/turnitin

*Originality and Generative AI reports*

In School of Population Health courses, access to the originality report of your submission through Turnitin is available to you. Students do not have access to the Generative AI report.

In School of Population Health course, you are permitted to resubmit until the assignment due date (each file uploaded overwrites the previous version). This will help you in self-reviewing and revising your submission until the due date. **No resubmissions will be allowed after the due date and time of the assignment.** Therefore, draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version. **IMPORTANT**: there are delays in the availability of subsequent Originality reports. For more details, see https://www.student.unsw.edu.au/turnitin

**Grading and feedback**

You will be provided with feedback on your assignment via Moodle. You will be marked according to the marking assessment criteria listed for that specific assessment task. The aim of any academic feedback for an assessment task is not only to grade your work. Importantly, it is also to help you to identify your strengths and weaknesses, and how you can improve and progress in your studies and professional abilities.

In addition to feedback, you will receive a mark that reflects the overall quality of the work you have submitted across the marking criteria. The marking criteria for assessments in this course are provided on Moodle.

Please note these grading criteria are:

- Not intended to be a **rigid formula** for interpreting your result. The descriptive criteria for each grade provides the basis for consistent standards within and across our courses while still embracing academic judgement on how well you have achieved the standard required.
- Applied to **each assessment** task within a course. That is, the grading policy is used with each assessment task specified for a course. Your final grade for a course is dependent on the combined sum of the grades across the number of specified assessment tasks.
- Based on a **criterion-referenced assessment**. That is grades are awarded on how well a

student meets the standard required for a particular assessment task, not on how well they do compared to other students in the course.

**Feedback on assessment and review of results**

If you believe the mark you've received for an assessment task doesn't reflect your performance you should first check you have grounds to seek a review: https://student.unsw.edu.au/results

In the first instance, you should discuss your performance with your Course Convenor. In your communication, you should clearly outline the reasons you are seeking clarification and do so against the marking criteria for the assessment.

Students may also formally apply to have their results reviewed. An application, which includes a justification for the review must be submitted through The Nucleus (https://student.unsw.edu.au/results) **within 5 days** of receiving the result. A review of results may result in an increase or decrease in marks.

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite grade of at least 50 out of 100
- Meet any additional requirements specified in the assessment details section and on Moodle

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 9 September - 15 September | Lecture | Lecture 1: Introduction to public health surveillance methods |
| | Topic | Topic: Surveillance and the public health approach<br>Thu, 12 Sept @ 9am (Sydney time)<br>Essential reading:<br>1. Choi, CK. The Past, Present, and Future of Public Health Surveillance. Scientifica. 2012: 875253.<br>2. Groseclose, SL. & Buckeridge DL. Public Health Surveillance Systems: Recent Advances in Their Use and Evaluation. Annual Review of Public Health, 38: 57-79.<br>3. Ibrahim, N. K. (2020). Epidemiologic surveillance for controlling Covid-19 pandemic: types, challenges and implications. Journabf infection and public health, 13(11),1630-1638.<br>Extension reading: Textbook, Ch 1: Historical Development, opens in a new window and Ch 2: Considerations in Planning a Surveillance System, opens in a new window |
| | Tutorial | Tutorial #1: Introduction to the course and first case study-based seminar.<br>Thu, 12 Sept @ 10am (Sydney time) |
| Week 2 : 16 September - 22 September | Lecture | Lecture 2: Setting up a surveillance system<br>Thu, 19 Sept @ 9am (Sydney time)<br>Essential reading: Textbook, Ch 4: Collecting Public Health Surveillance Data: Creating a Surveillance System<br>Extension reading: Sheikhali et al. Design and implementation of a national public health surveillance system in Jordan. Int J Med Info. 2016, 88: 58-61 |
| | Tutorial | Tutorial 2. Setting up a surveillance system in regional Australia<br>Thu, 19 Sept @ 10am (Sydney time) |
| Week 3 : 23 September - 29 September | Lecture | Lecture 3: Developing surveillance case definitions<br>Thu, 26 Sept @ 9am (Sydney time)<br>Extension reading: Reses, H. E., Fajans, M., Lee, S. H., Heilig, C. M., Chu, V. T., Thornburg, N. J., ... & Nabity, S. A. (2021). Performance of existing and novel surveillance case definitions for COVID-19 in household contacts of PCR-confirmed COVID-19. BMCpublic health, 21(1),1-15.<br>Information lesson: Instructions for the individual assignment |
| | Tutorial | Tutorial 3: Discussion about weeks 1-3 of the course, discussion about assessment , and a case study on research and surveillance.<br>Thu, 26 Sept @ 10am (Sydney time) |
| | Assessment | A2 issued: Mon, 23 Sept @ 17pm (Sydney time) |
| Week 4 : 30 September - 6 October | Module | Lecture 4: Traditional and new sources of surveillance data<br>Thu, 03 Oct @ 10am (Sydney time)<br>Essential reading:<br>1. Rolka et al. Analytical challenges for emerging public health surveillance. MMWR Supp 61. 2012<br>2. https://www.cdc.gov/nwss/wastewater-surveillance.html<br>3. National Academies of Sciences, Engineering, and Medicine; Health and Medicine Division; Division on Earth and Life Studies; Board on Population Health and Public Health Practice; Water Science and Technology Board; Committee on Community Wastewater-based Infectious Disease Surveillance. Wastewater-based Disease Surveillance for Public Health Action. Washington (DC): National Academies Press (US); 2023 Jan 19. 2, Wastewater Surveillance for COVID-19. Available from: https://www.ncbi.nlm.nih.gov/books/NBK591716/<br>Extension reading: Boulos et al. Crowdsourcing, citizen sensing and sensor web technologies for public and environmental health surveillance and crisis management: trends, OGC standards and application examples. BMC Int. J. Hlth. Geo. 2011 10:67 |
| | Assessment | A1 Quiz1 issued: Fri, 4 Oct @ 12pm (Sydney time); Due: Tues, 8 Oct @ 12pm (Sydney time) |
| | Tutorial | Tutorial 4: Environmental and wastewater based surveillance<br>Thu, 03 Oct @ 10am (Sydney time) |
| Week 5 : 7 October - 13 October | Lecture | Lecture 5: Comunicable diseases surveillance and Syndromic surveillance: a disease outbreak early warning surveillance strategy<br>Thu, 10 Oct @ 09am (Sydney time)<br><br>Essential reading:<br>1. Disease Surveillance Classical - Center for Infectious Disease Dynamics [https://www.youtube.com/watch?v=Eqt-uloa75M] |

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|---|---|---|
| | | 2. Textbook, Ch 11: Public Health Surveillance for Infectious Diseases<br>3. Henning, K. (2004): Overview of syndromic surveillance: what is syndromic surveillance? In MMWR 53 (Suppl).<br>4. May et al. (2009): Beyond traditional surveillance: applying syndromic surveillance to developing settings – opportunities and challenges. In BMC Public Health. 9 (242).<br>5. Henning, K. (2004): Overview of syndromic surveillance: what is syndromic surveillance? In MMWR 53 (Suppl).<br>6. May et al. (2009): Beyond traditional surveillance: applying syndromic surveillance to developing settings – opportunities and challenges. In BMC Public Health. 9 (242).<br>Extension reading:<br>1. Craig et al. (2016): Early warning epidemic surveillance in the Pacific island nations: an evaluation of the Pacific Syndromic Surveillance System. In Tropical Medicine & International Health. 21 (7).<br>2. Craig et al. (2016): Early warning epidemic surveillance in the Pacific island nations: an evaluation of the Pacific Syndromic Surveillance System. In Tropical Medicine & International Health. 21 (7). |
| | Tutorial | Tutorial 5: Discussion about weeks 4 and 5 of the course and the fifth case study-based seminar.<br>Thu, 10 Oct @ 10am (Sydney time) |
| | Assessment | A2 due: Mon, 21 Oct @ 12pm (Sydney time) |
| Week 6 : 14 October - 20 October | Module | Wellbeing week |
| | Topic | Wellbeing week |
| Week 7 : 21 October - 27 October | Module | Lecture 6: Surveillance for chronic (lifestyle) diseases<br>Thu, 24 Oct @ 09am (Sydney time)<br>Essential reading:<br>1. Kroll et al. (2015) Challenges to the surveillance of non-communicable diseases – a review of selected approaches. BMC Public Health 15: 1243.<br>2. Wamai, R. G., Kengne, A. P., & Levitt, N. (2018). Non-communicable diseases surveillance: overview of magnitude and determinants in Kenya from STEPwise approach survey of 2015. BMC Public Health, 18(3),1-8.<br>3. Riley et al. (2016) The World Health Organization STEPwise Approach to Noncommunicable Disease Risk-Factor Surveillance: Methods, Challenges, and Opportunities. Am J Public Health 106(1)<br>Extension reading: World Health Organization. (2021). The WHO STEPwise approach to surveillance (No. WHO/EURO: 2021-2446-42201-58182). World Health Organization. Regional Office for Europe.<br>Extension content: Explore https://vizhub.healthdata.org/gbd-compare/ |
| | Tutorial | Tutorial 6: Discussion about week 7 of course, about A3, and the fourth case study-based seminar on STEPwise approach to NCD risk factor .<br>Thu, 24 Oct @ 10am (Sydney time) |
| | Assessment | A3 issued: Mon, 21 Oct @5pm (Sydney time) |
| | Other | Information lesson: Instructions for group presentation (A2) |
| Week 8 : 28 October - 3 November | Module | Lecturer 7: Surveillance during natural and humanitarian disasters<br>Thu, 01 Nov @ 09am (Sydney time)<br>Essential reading: Read the executive summary of 'WHO (2012) Outbreak surveillance and response in humanitarian emergencies.<br>Extension reading: Gayer et al. (2007): Conflict and Emerging Infectious Diseases. Emerg Infect Dis, opens in a new window. 2007 Nov; 13(11).<br>Extension reading: The surveillance-related text in 'Malilay et al. (2014): The Role of Applied Epidemiology Methods in the Disaster Management Cycle. In Am J Pub Health 104 (11). |
| | Assessment | A1 Quiz 2 issued: Fri, 3 Nov @ 12pm (Sydney time); Due: Mon, 6 Nov @ 12pm (Sydney time) |
| | Tutorial | Tutorial 7: Disease surveillance in Rohingya refugee camp in Bangladesh<br>Thu, 01 Nov @ 10am (Sydney time) |
| Week 9 : 4 November - 10 November | Lecture | Lecture 8: The evaluation of public health surveillance systems<br>Thu, 07 Nov @ 09am (Sydney time)<br>Essential reading: German et al. Updated guidelines for evaluating public health surveillance systems: recommendations from the Guidelines Working Group. MMWR. 2001 50(RR-13): 1-35.<br>Essential reading: Craig, A. T., Joshua, C. A., Sio, A. R., Donoghoe, M., Betz-Stablein, B., Bainivalu, N., ... & Schierhout, G. (2018). Epidemic surveillance in a low resource setting: lessons from an evaluation of the Solomon Islands syndromic surveillance system, 2017. BMC public health, 18(1),1-10.<br>Extension reading: Evaluation example: An Evaluation of Surveillance for Tobacco Use among Youth Worldwide: The Global Youth Tobacco Survey |
| | Web | Webinar #5: Discussion about weeks 8 and 9 of the course, about A3, and the last case study-based seminar.<br>Thu, 7 Nov @ 10am (Sydney time) |

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|---|---|---|
| Week 10 : 11 November - 17 November | Module | Lecture 9: Evolution in public health surveillance: digital revolution and its impact of disease surveillance<br>Thu, 14 Nov @ 9am (Sydney time)<br>Essential reading:<br>1. Budd J, Miller BS, Manning EM, Lampos V, Zhuang M, Edelstein M, Rees G, Emery VC, Stevens MM, Keegan N, Short MJ, Pillay D, Manley E, Cox IJ, Heymann D, Johnson AM, McKendry RA. Digital technologies in the public-health response to COVID-19. Nat Med. 2020 Aug;26(8):1183-1192. doi: 10.1038/s41591-020-1011-4 Epub 2020 Aug 7. PMID: 32770165<br>2. Craig, A. T., Kama, N., Fafale, G., & Bugoro, H. (2021). Citizen science as a tool for arboviral vector surveillance in a resourced-constrained setting: results of a pilot study in Honiara, Solomon Islands, 2019. BMC public health, 21(1), 1-8.<br>Extension reading:<br>1. Pollett et al. Internet-based biosurveillance methods for vector-borne diseases: Are they novel public health tools or just novelties? PLoS Negl Trop Dis., opens in a new window 2017 Nov 30; 11(11): e0005871. |
| | Assessment | A3 due: Mon, 25 Nov @ 12pm (Sydney time) |

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

The times and locations of classes can be found on myUNSW under Class Timetable.

Students enrolled in online courses should also refer to Moodle as some classes are not centrally timetabled (e.g., workshops) and will not appear on the timetable website.

The expected engagement for all UNSW 6UOC courses is 150 hours per term. This includes lectures, tutorials, readings, and completion of assessments and exam preparation (if relevant).

# Course Resources

## Prescribed Resources

Learning resources for this course consist of the following and are available on Moodle:

1. Course notes

2. Course readings (available on Leganto)

3. Lectures slides

4. Lecture recordings

5. Relevant course resources for each Module

6. Other (as required).

There are no set text books for this course.

## Recommended Resources

Recommended resources for this course are provided on the course Moodle page.

**ENDNOTE:** As a UNSW student Endnote is freely available to you. If you don't already use Endnote you are recommended to download it and learn it now: https://www.myit.unsw.edu.au/software-students

You can find details about Endnote training here: https://www.library.unsw.edu.au/research/support-for-your-research/managing-references

## Additional Costs

There are no additional costs associated with this course.

## Course Evaluation and Development

Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

We use student feedback from myExperience surveys to develop and make improvements to the course each year. We do this by identifying areas of the course that require development from both the rating responses and written comments. Please spare a few minutes to complete the myExperience surveys for this course posted at the top of the Moodle page at the end of term.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|---|---|---|---|---|---|---|---|
| Convenor | Md Saiful Islam | | Room 240, Level 2, Samuels Building | +61413393402 | Monday, Wednesday and Friday 2pm-5pm | Yes | Yes |

# Other Useful Information

### Academic Information

As a student of UNSW Medicine & Health you are expected to familiarise yourself with the

contents of this course outline and the UNSW Student Code and policies and procedures related to your studies.

### Student Code of Conduct

Throughout your time studying at UNSW Medicine & Health, you share a responsibility with us for maintaining a safe, harmonious and tolerant University environment. This includes within the courses you undertake during your degree and your interactions with the UNSW community, both on campus and online.

The UNSW Student Code of Conduct website provides a framework for the standard of conduct expected of UNSW students with respect to both academic integrity and your responsibility as a UNSW citizen.

Where the University believes a student may have breached the code, the University may take disciplinary action in accordance with the Student Misconduct Procedure.

The Student Conduct and Integrity Office provides further resources to assist you to understand your conduct obligations as a student at UNSW.

## Academic Honesty and Plagarism

### Academic integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to the principle of academic integrity, and ethical scholarship of learning is fundamental to your success at UNSW Medicine & Health.

Plagiarism, contract cheating, and inappropriate use of generative AI undermine academic integrity and are not tolerated at UNSW. For more information see the Academic Integrity and Plagiarism toolkit.

In addition to the information you are required to review in your ELISE training, UNSW Medicine & Health strongly recommends that you complete the Working with Academic Integrity module before submitting your first assessment task.

### Referencing

Referencing is a way of acknowledging the sources of information that you use to research your assignments. Preferred referencing styles vary among UNSW Medicine & Health disciplines, so check your course Learning Management System (e.g. Moodle or Open Learning) page for information on preferred referencing styles.

For further information on referencing support and styles, see the Current Student Referencing page.

### Academic misconduct and plagiarism

At UNSW, academic misconduct is managed in accordance with the Student Misconduct Procedure. Allegations of plagiarism are generally handled according to the UNSW Plagiarism Management Procedure. Plagiarism is defined in the UNSW Plagiarism Policy and is not tolerated at UNSW.

### Use of Generative AI and other tools in your assessment

UNSW has provided guiding statements for the use of Generative AI in assessments. This will differ, depending on the individual assessment task, your course requirements, and the course stage within your program.

Your course convenor will outline if and how you can use Generative AI in each of your assessment tasks. Inappropriate use of generative AI is considered academic misconduct.

Options for the use of generative AI include: (1) no assistance (for invigilated assessments); (2) simple editing assistance; (3) drafting assistance; and (4) full assistance with attribution; and (5) Generative AI software-based assessments. See your individual assessment descriptions for the level of permitted use of generative AI for each task and see your course Moodle (or Open Learning) page for the full instructions on permitted use of generative AI in your assessment tasks for this course.

Instructions may include a requirement to submit the original generative AI responses, or drafts of your original work, or provide on request.

## Submission of Assessment Tasks

### Short extensions and special consideration

*Short extension*

UNSW has a short extension procedure for submission of assessment tasks. Not all tasks are eligible, and eligible tasks have a predetermined extension length. UNSW Medicine and Health have set School-level extension lengths for eligible assessment tasks. See your course assessment descriptions for more information.

Students must check the availability of a short extension in the individual assessment task information for their courses.

Short extensions do not require supporting documentation. They must be submitted through Special Consideration before the assessment task deadline. No late applications will be accepted.

Late penalties apply to submission of assessment tasks without approved extension.

*Special consideration*

In cases where illness, misadventure or other circumstances beyond your control will prevent you from submitting your assessment by the due date and you require an extension, you need to formally apply for Special Consideration through myUNSW.

UNSW has a **Fit to Sit/Submit rule**, which means that by sitting or submitting an assessment on the scheduled assessment date, you are declaring that you are fit to do so and cannot later apply for Special Consideration. Examinations include centrally timetabled examinations and scheduled, timed examinations and tests managed by your School.

Important information relating to Short Extension and Special Consideration is available here, including eligibility for Special Consideration, circumstances where students with Equitable Learning Plans can apply for Short Extensions and Special Consideration, and the appeals process.

**Examinations**

Information about the conduct of examinations in your course is provided on your course Moodle page.

**Timed online assessment tasks**

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact

the Course Convenor and advise them of the issue immediately. You will need to submit an application for Special Consideration immediately, and upload screenshots, error messages or other evidence of the technical issue as supporting documentation.  Additional information can be found on: https://student.unsw.edu.au/special-consideration

**Other assessment tasks**

**Late submission of assessment tasks**

UNSW has standard late submission penalties as outlined in the UNSW Assessment Implementation Procedure, with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per calendar day (including Saturday, Sunday and public holidays).

Late submissions penalties are capped at five calendar days (120 hours). This means that a student is not permitted to submit an assessment more than 5 calendar days (120 hours) after the due date for that assessment (unless extension or exemption previously agreed).

**Failure to complete an assessment task**

You are expected to complete all assessment tasks for your courses. In some courses, there will be a minimum pass mark required on a specific assessment task (a “hurdle task”) due to the need to assure clinical competency.

Where a hurdle task is applicable, additional information is provided in the assessment information on your course Moodle page.

**Feedback on assessments**

Feedback on your performance in assessment tasks will be provided to you in a timely manner. For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

**Any variation from the above information that is specific to an assessment task will be clearly indicated in the course and assessment information provided to you on your course Moodle (or**

Open Learning) page.

## Faculty-specific Information

### Additional support for students

The university offers a wide range of support services that are available for students. Here are some links for you to explore.

- The Current Students Gateway: https://student.unsw.edu.au
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student support: https://www.student.unsw.edu.au/support
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing

Mind Smart Guides are a series of mental health self-help resources designed to give you the psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: https://student.unsw.edu.au/mindsmart
- Equitable Learning Services: https://student.unsw.edu.au/els
- Guide to studying online: https://www.student.unsw.edu.au/online-study

Most courses in UNSW Medicine & Health use Moodle as your Learning Management System. Guidance for using UNSW Moodle can be found on the Current Student page. Difficulties with Moodle should be logged with the IT Service Centre.

- Moodle Support: https://student.unsw.edu.au/moodle-support

The IT Service Desk is your central point of contact for assistance and support with remote and on-campus study.

- UNSW IT Service Centre: https://www.myit.unsw.edu.au/services/students

### Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the myExperience survey, which serves as a source of evaluative feedback from students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

## School-specific Information

### Additional Resources

Additional resources are available on the SPH website: https://sph.med.unsw.edu.au/current-students/student-resources

### 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.

UNSW Library Subject Guides: http://subjectguides.library.unsw.edu.au/subjectguides

Public Health Subject Guide: http://subjectguides.library.unsw.edu.au/publichealth

### Recording of lectures, tutorials and other teaching activities

Lectures, tutorials and other teaching activities *may* be recorded.  Students should be advised that they are consenting to the recording by their enrolment in the course or participation in the activity. The purpose of audio and video recordings is to enhance the student experience by supporting engaged learning in an online teaching environment and ensure equitable access to all course resources for our students.  If you have concerns about accessing course recordings, or being recorded, please contact the Course Convenor.

## School Contact Information

School guidelines on contacting staff:

### Course questions

All questions related to course content should be posted on Moodle or as directed by your Course Convenor.

In cases where email communication with course convenors is necessary, we kindly request the following:

- Use your official email address for any correspondence with teaching staff.
- We expect a high standard of communication. All communication should avoid using short-hand or texting language.
- Include your full name, student ID, and your course code and name in all communication.

Our course convenors are expected to respond to emails during standard working hours of Monday to Friday, 9am-5pm.

### Administrative questions

If you have an administrative question about your program of study at the School please submit your enquiry online at UNSW Ask Us.

### Complaints and appeals

Student complaints and appeals: https://student.unsw.edu.au/complaints

If you have any grievances about your studies, we invite you to address these initially to the Course Convenor. If the response does not meet your expectations, you may then contact the School Grievance Officer, Katrina Blazek (k.blazek@unsw.edu.au).