UNSW Course Outline

PHCM9606 Maternal and Child Health - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : PHCM9606
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 : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This is a PLuS Alliance course offered through UNSW. Students at UNSW, Arizona State University and Kings College London who are in a PLuS Alliance program can enrol into this course.

This course provides an overview of maternal and child health in its global context and within a public health and social framework. The course takes a critical look at global strategies for improving maternal and child health with a focus on the Global Strategy for Women's, Children's and Adolescents' Health 2016-2030 and the Sustainable Development Goals (SDGs). The course covers a breadth of global public health issues in this area including: the epidemiology of maternal and child health; antenatal care and birthing; maternal, infant and child nutrition; maternal and newborn health among Indigenous Australians; HIV infection in women and children; immunization, as well as global programs and policies in maternal and child health with a focus on the social determinants of health including gender equity. Case studies, theories and relevant policies from developed and developing countries will be presented for discussion and debate to improve students understanding of maternal and child health issues in a variety of contexts.

The course will be most suitable for those wishing to gain a deeper understanding of maternal and child health issues through a gender and public health lens.

This is an elective course for the Public Health, Global Health, Health Leadership and Management and Infectious Diseases Intelligence Programs, comprising 6 units of credit towards the total required for completion of these study programs. There are no pre-requisites for this course.

Course Aims

This course aims to provide an understanding of the key issues in maternal and child health in a national and global context. It will also provide a critical overview of global strategies focused on improving maternal and child health. These issues will be explored from a public health perspective that is sensitive to gender and the social determinants of health.

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	Health Management (ACHSM)
CLO1 : Discuss the key concepts and current issues in maternal and child health in a national and global context.	• ACHSM2 : Impact and influence
CLO2 : Discuss the importance of maternal and child health in national and global contexts, drawing on an understanding of key issues, theoretical and gender-based approaches and the interpretation of relevant data.	• ACHSM1 : Health leadership and ethical behaviour
CLO3 : Analyse the leading causes of morbidity and mortality among mothers, newborns and children under-five globally and the potential implications for policy and practice.	• ACHSM3 : Health Systems
CLO4 : Identify key stakeholders and partners involved in global maternal and child health and discuss their values, activities and stake in the field.	• ACHSM6 : Change Leadership
CLO5 : Identify the public health needs of population subgroups including Indigenous people from Australia and discuss potential solutions for addressing these needs.	• ACHSM2 : Impact and influence
CLO6 : Appraise current public health strategies addressing maternal and child health and critically review the challenges for improving maternal and child health in Australia and globally.	• ACHSM6 : Change Leadership
CLO7 : Analyse critically the current challenges confronting the attainment of the Sustainable Development Goals, and critique standard approaches to improving maternal and child health indices in at risk populations within Australia and globally.	• ACHSM1 : Health leadership and ethical behaviour

Course Learning Outcomes	Assessment Item
CLO1 : Discuss the key concepts and current issues in maternal and child health in a national and global context.	• Short Essay • Long Essay • Participation / Online discussion
CLO2 : Discuss the importance of maternal and child health in national and global contexts, drawing on an understanding of key issues, theoretical and gender-based approaches and the interpretation of relevant data.	• Short Essay • Long Essay • Participation / Online discussion
CLO3 : Analyse the leading causes of morbidity and mortality among mothers, newborns and children under-five globally and the potential implications for policy and practice.	• Short Essay • Long Essay • Participation / Online discussion
CLO4 : Identify key stakeholders and partners involved in global maternal and child health and discuss their values, activities and stake in the field.	• Short Essay • Long Essay • Participation / Online discussion
CLO5 : Identify the public health needs of population subgroups including Indigenous people from Australia and discuss potential solutions for addressing these needs.	• Short Essay • Long Essay • Participation / Online discussion
CLO6 : Appraise current public health strategies addressing maternal and child health and critically review the challenges for improving maternal and child health in Australia and globally.	• Short Essay • Long Essay • Participation / Online discussion
CLO7 : Analyse critically the current challenges confronting the attainment of the Sustainable Development Goals, and critique standard approaches to improving maternal and child health indices in at risk populations within Australia and globally.	• Long Essay • Participation / Online discussion

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams | Echo 360

Learning and Teaching in this course

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

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

Additional Course Information

Course facilitators

Lectures will be facilitated by a number of qualified public health researchers and practitioners with global expertise in their respective areas of research. The duration of the lectures will be 2 hours, with a 60-minute tutorial session on weeks 3, 6 and 9.

Dr Husna Razee

Research Profile: https://sphcm.med.unsw.edu.au/people/dr-husna-razee

Dr Abrar Chughtai

Research Profile: https://research.unsw.edu.au/people/dr-abrar-ahmad-chughtai

A/Prof. Anita Heywood

Research Profile: https://sphcm.med.unsw.edu.au/people/dr-anita-heywood

Prof. John Hall

Research Profile: https://research.unsw.edu.au/people/professor-john-hall

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Short Essay Assessment Format: Individual Short Extension: Yes (2 days)	30%	Start Date: 09/09/2024 12:00 AM Due Date: 20/10/2024 11:59 PM Post Date: 03/11/2024 11:59 PM
Long Essay Assessment Format: Individual Short Extension: Yes (2 days)	50%	Start Date: 09/09/2024 12:00 AM Due Date: 17/11/2024 11:59 PM Post Date: 01/12/2024 11:59 PM
Participation / Online discussion Assessment Format: Individual Short Extension: Yes (2 days)	20%	Start Date: 25/09/2024 02:00 PM Due Date: 13/11/2024 11:59 PM Post Date: 13/12/2024 11:59 PM

Assessment Details
Short Essay

<u>Assessment Overview</u>

This is an individual assessment task due in mid-term. You will be expected to write a short essay that reflects on a selected country's progress in achieving Sustainable Development Goal (SDG) 3.1 or 3.2.

Individual feedback is provided within 10 working days.

<u>Course Learning Outcomes</u>

- CLO1 : Discuss the key concepts and current issues in maternal and child health in a national and global context.
- CLO2 : Discuss the importance of maternal and child health in national and global contexts, drawing on an understanding of key issues, theoretical and gender-based approaches and the interpretation of relevant data.
- CLO3 : Analyse the leading causes of morbidity and mortality among mothers, newborns and children under-five globally and the potential implications for policy and practice.
- CLO4 : Identify key stakeholders and partners involved in global maternal and child health and discuss their values, activities and stake in the field.
- CLO5 : Identify the public health needs of population subgroups including Indigenous people from Australia and discuss potential solutions for addressing these needs.
- CLO6 : Appraise current public health strategies addressing maternal and child health and critically review the challenges for improving maternal and child health in Australia and globally.

<u>Detailed Assessment Description</u>

You are required to submit a critical reflection of progress in achieving Sustainable Development Goal (SDG) 3.1 or 3.2 for a selected country within sub-Saharan Africa or South Asia.

N/B:

SDG 3.1 - by 2030, reduce the global maternal mortality ratio to less than 70 per 100 000 live births.

SDG 3.2 - by 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1000 live births and under-5 mortality to at least as low as 25 per 1000 live births.

Your critical reflection should include:

1. A brief and clear rationale for the country selected.
2. An outline of the SDG in the country selected and progress (or lack of) in achieving it up to the end of 2023. Briefly include the impact of COVID-19 in achieving the SDG.
3. A critical reflection on the components of progress (or lack of) in achieving the goal.

The readings provided in Weeks 1 - 6 of the course will be a resource for you in undertaking Assessment 1.

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

<u>Assessment Length</u>

1000 words excluding references (exceeding the word limit will result in a penalty)

<u>Submission notes</u>

See 3. Submission of Assessment Tasks in the Other Useful Information tab of your course outline and refer to Moodle for submission information

<u>Criteria with marking rubric</u>

Criteria: Structure, clarity, coherence, and professional presentation (5 marks): The submission should be of high-quality, well-structured, and organized. All concepts should be clearly expressed, coherently argued, and professionally presented using proper grammar.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: Essay rationale (2 marks): The submission should clearly state the essay rationale which thoroughly addresses all aspects of the assignment topic. All relevant information should be considered. Data should be well-analysed and interpreted.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: A brief and clear rationale for the country selected (5 marks): The submission should provide an excellent description of the current situation in the selected country supported by data from official statistical resources (e.g., ABS, WHO etc.).

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: Outline of the SDG in selected country and current progress (or lack of) in achieving it (5 marks): The submission should concisely and accurately describe the chosen SDG. An excellent report of current progress in achieving the SDG should be provided backed up with relevant evidence.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: Critical reflection on the components of progress (or lack of it) in achieving the SDGs (10 marks): The submission should have a strong, well-synthesized, cohesive critical reflection backed up by critical appraisal of relevant evidence. The assessment should contain original thinking and novel observations.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: References and Referencing (3 marks): The submission should adhere to APA7th edition or Vancouver referencing style. All references should be acknowledged and correctly cited. A wide range of peer-reviewed references should be used.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Assignment submission Turnitin type

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

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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.

Long Essay

Assessment Overview

This is an individual assessment task due in mid-term. You will be expected to write an essay that discusses maternal health in a developing country or within Australia Indigenous population.

Individual feedback is provided within 10 working days.

Course Learning Outcomes

- CLO1 : Discuss the key concepts and current issues in maternal and child health in a national and global context.
- CLO2 : Discuss the importance of maternal and child health in national and global contexts, drawing on an understanding of key issues, theoretical and gender-based approaches and the interpretation of relevant data.
- CLO3 : Analyse the leading causes of morbidity and mortality among mothers, newborns and children under-five globally and the potential implications for policy and practice.
- CLO4 : Identify key stakeholders and partners involved in global maternal and child health and discuss their values, activities and stake in the field.
- CLO5 : Identify the public health needs of population subgroups including Indigenous people from Australia and discuss potential solutions for addressing these needs.
- CLO6 : Appraise current public health strategies addressing maternal and child health and critically review the challenges for improving maternal and child health in Australia and globally.
- CLO7 : Analyse critically the current challenges confronting the attainment of the Sustainable Development Goals, and critique standard approaches to improving maternal and child health indices in at risk populations within Australia and globally.

Detailed Assessment Description

You are required to submit an essay on any of the topics listed below in a developing country or within Australia Indigenous population (you cannot choose the same country as you did for Assessment 1).

1. Non-communicable diseases and Maternal health
2. Infectious diseases and Maternal health
3. Immunisation and Child health
4. COVID-19 and Maternal health
5. Barriers to Maternal healthcare service utilization

N/B:

You could either focus your essay on the boarder "non-communicable diseases" or "infectious diseases" and how it affects maternal health in a developing country or within Australia Indigenous population **OR** you could focus on a single non-communicable or infectious disease and how it affects maternal health in a developing country or within Australia Indigenous population.

Your major essay should include:

1. A brief introduction to the selected country or population.
2. Justification of why the selected topic is an important issue in maternal health in the selected country or population.
3. A brief literature review of key findings relating to your selected topic including the challenges.
4. An overview of current programs and policies to address the selected topic and an evaluation of effectiveness of the programs and policies in addressing maternal health in the selected country or specific population stakeholders.

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

<u>Assessment Length</u>

2500 words

<u>Submission notes</u>

See 3. Submission of Assessment Tasks in the Other Useful Information tab of your course outline and refer to Moodle for submission information.

<u>Criteria with marking rubric</u>

Criteria: Structure, clarity, coherence, and professional presentation (5 marks): The submission should be of high-quality, well-structured, and organized. All concepts should be clearly expressed, coherently argued, and professionally presented using proper grammar.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: Essay rationale (5 marks): The submission should clearly state the essay rationale, addressing all aspects of the assignment topic. All relevant information should be considered. Data should be well-analysed and interpreted.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: *   A brief introduction to the selected country (5 marks): An appropriate country should be selected and a brief description of the current situation in the selected country provided which is supported by data from official statistical resources (e.g., ABS, WHO etc.).

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: A brief literature review of key findings relating to your selected topic including the challenges (10 marks): The submission should provide a layout of key findings relating to the selected topic. Detailed description of prospective challenges to maternal health in the selected country/population should be provided. Accurate interpretation of data where necessary.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: An overview of current programs and policies to address your chosen topic in the selected country or specific population stakeholders (10 marks): The submission should provide an overview of the current programs and policies to address the selected topic. Clearly stating and concisely explaining the objectives of the programs/policies and provide an accurate.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: An evaluation of the effectiveness of the current programs/policies in addressing your chosen topic in the selected country or specific population stakeholders (10 marks): Provide an accurate and detailed evaluation of the effectiveness of the current programs/policies for the selected country or specific population.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Criteria: Sources and Referencing (5 marks): The submission should contain a number of references from a variety of credible sources. Essay should demonstrate adherence to APA6th edition or Vancouver referencing style. All sources of evidence should be acknowledged and correctly cited.

Fail -

Pass -

Credit -

Distinction -

High Distinction -

Assignment submission Turnitin type

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

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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](#).

Participation / Online discussion

Assessment Overview

This is a continuous assessment task requiring you to contribute to tutorial or online discussion forums throughout the term. In this task, you will be a lead discussant for one tutorial/discussion form topic and contribute to all others. You will be assessed on your tole as lead discussant and your participation in the other tutorials.

Individual feedback is provided within 10 working days.

Course Learning Outcomes

- CLO1 : Discuss the key concepts and current issues in maternal and child health in a national and global context.
- CLO2 : Discuss the importance of maternal and child health in national and global contexts, drawing on an understanding of key issues, theoretical and gender-based approaches and the interpretation of relevant data.
- CLO3 : Analyse the leading causes of morbidity and mortality among mothers, newborns and children under-five globally and the potential implications for policy and practice.
- CLO4 : Identify key stakeholders and partners involved in global maternal and child health and discuss their values, activities and stake in the field.
- CLO5 : Identify the public health needs of population subgroups including Indigenous people from Australia and discuss potential solutions for addressing these needs.
- CLO6 : Appraise current public health strategies addressing maternal and child health and critically review the challenges for improving maternal and child health in Australia and globally.
- CLO7 : Analyse critically the current challenges confronting the attainment of the Sustainable Development Goals, and critique standard approaches to improving maternal and child health indices in at risk populations within Australia and globally.

Detailed Assessment Description

Each student will be allocated to a discussion group as one of up to fifteen group members. You will receive an email in your student inbox informing you which **discussion group** and **week** you have been allocated. The entire list of your discussion group members will also be posted online in Moodle.

The online discussion will be in **weeks 3, 6 and 9**. The discussion forum will open after the tutorial on each respective week. A **discussion topic** will be posted in Moodle under the "**Online discussion**" tab. The **lead discussants** for the week are expected to write a **300-word post** on the topic using their own words.

You are expected to make at least one contribution as a lead discussant within your allocated group in your assigned discussion week. Other participants are expected to contribute to the discussion.

You are also expected to response to a lead discussant's post on the week you are NOT a lead discussant.

The discussions will be monitored by the course convenor.

By the stated due date and time, you are required to **collate and submit your post as a lead discussant** (300 words max) and your **BEST two (2) responses** (100 words each) to other lead discussants' post on the week you are NOT a lead discussant using the provided "**Online discussion template**".

Please copy and paste on the template **exactly** as it was in the original post.

Submit completed template through Moodle.

Marks will be allocated for online discussion as follows:

For Lead discussant:

- Content and relevance of lead discussant's post in assigned group and week = 15 marks

- Content and relevance of BEST two (2) responses to another student's post = 5 marks

Total marks = 20 marks

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

Assessment Length

Lead discussant - 300 words | Non-lead discussant - 200 words (100 each per response).

Submission notes

See 3. Submission of Assessment Tasks in the Other Useful Information tab of your course

outline and refer to Moodle for submission information.

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

<u>Generative AI Permission Level</u>

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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 〼

- 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.

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 individualised 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 who 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.

<u>Grading Basis</u>

Standard

<u>Requirements to pass course</u>

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 0 : 2 September - 8 September	Other	Orientation week
Week 1 : 9 September - 15 September	Lecture	Global Health and MCH
Week 2 : 16 September - 22 September	Lecture	Child Health and development in LMICs
Week 3 : 23 September - 29 September	Tutorial	
	Lecture	Maternal and Child Mortality in LMICs
Week 4 : 30 September - 6 October	Lecture	Adolescent Health
Week 5 : 7 October - 13 October	Lecture	Maternal and Newborn health among Indigenous Australians
Week 6 : 14 October - 20 October	Tutorial	
	Lecture	Gender and Gender-based violence (GBV)
Week 7 : 21 October - 27 October	Lecture	Infectious diseases and MCH
Week 8 : 28 October - 3 November	Lecture	Immunization and MCH
Week 9 : 4 November - 10 November	Tutorial	
	Lecture	Non-Communicable diseases and MCH
Week 10 : 11 November - 17 November	Seminar	MCH Capstone Discussion

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 (of 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).

Black, R., Laxminarayan, R., Temmerman, M. and Walker, N. (2016). *Disease Control Priorities Third Edition (Volume 2): Reproductive, Maternal, Newborn and Child Health*. World Bank Publications.

UNSW eBook: http://er1.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=https://login.wwwproxy1.library.unsw.edu.au/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=842999&site=ehost-live&scope=site

Print:

https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781464803482

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	Blessing A kombi-Inyang		School of Population Health Room 222, Level 2, Samuels Building UNSW Medicine & Health	+61 (2) 9385 8687	By appointment, requests via email	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).