



UNSW Course Outline

PHCM9662 Health Aspects of Crises, Emergencies and Disasters - 2024

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General Course Information

Course Code : PHCM9662

Year : 2024

Term : Term 2

Teaching Period : T2

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 is offered in fully online mode or face to face with a weekly tutorial.

This course addresses the epidemiological, clinical, population, systems and service management aspects of crises, emergencies and disasters. The course examines the role of healthcare professionals and managers within local and international emergency settings of different scales and durations, including natural disasters and civil emergencies. It utilises a multidisciplinary approach, drawing on a variety of disaster theories from sociology, geography and public health. Expert input will come from Faculty, including Conjoint Faculty who have been actively involved in managing crises situations in the field. You will be actively involved in scenarios and case studies drawn from major biological, chemical, radiation and natural disasters. The course is suitable for people currently or wishing to work in the emergency, military and related areas (eg public health emergency staff, fire service, forensics, paramedics, police, civil defence and security, emergency management, international disaster management and humanitarian assistance workers, military personnel) in developed as well as developing countries.

Course Aims

The aim of the course is to build your capacity to operate as public health professionals and/or managers within the context of local or international crises, emergency and disasters. It will develop their knowledge of the healthcare aspects of these events, prepare them to assess and respond to such events from the perspective of healthcare services and providers, and assist them to develop the skills required to work within disaster and complex emergency settings.

Relationship to Other Courses

PHCM9662 Health Aspects of Crises Emergencies and Disasters is a core course in the UNSW Master of Public Health (Public Health Security) specialisation.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Discuss the definition, classification, theories, concepts, and methods related to the study of crises, emergencies and disasters
CLO2 : Describe common types and phases of crises, emergencies and disasters, their contributory and ultimate causes including social, political and environmental factors
CLO3 : Outline sociological theories about the causes and consequences of disasters, including conflict and vulnerability theories, and differential, population level risk factors
CLO4 : Outline emergency management systems, including relevant laws, policies, and programs from a national and international context
CLO5 : Analyse public health responses to the different stages, phases and elements of disasters, including responses to risks of disease, health care, nutrition, mental health, disease surveillance and social disruption
CLO6 : Appraise the communication, co-ordination and collaboration required by crises, emergency and disaster responses at a local, national and international level
CLO7 : Critique approaches to disaster avoidance, amelioration and preparedness in various local and international contexts
CLO8 : Analyse case studies and scenarios addressing various types of crises, emergencies and disasters, their causes and consequences, including those arising from biological, chemical, radiation and related events, 'natural' disasters including floods, earthquakes and hurricanes, and epidemics and pandemics as forms of disasters

Course Learning Outcomes	Assessment Item
CLO1 : Discuss the definition, classification, theories, concepts, and methods related to the study of crises, emergencies and disasters	<ul style="list-style-type: none"> • Participation • Disaster Management Quiz • Critical Analysis of a Public Health Response
CLO2 : Describe common types and phases of crises, emergencies and disasters, their contributory and ultimate causes including social, political and environmental factors	<ul style="list-style-type: none"> • Participation • Disaster Management Quiz • Critical Analysis of a Public Health Response
CLO3 : Outline sociological theories about the causes and consequences of disasters, including conflict and vulnerability theories, and differential, population level risk factors	<ul style="list-style-type: none"> • Participation • Disaster Management Quiz • Critical Analysis of a Public Health Response
CLO4 : Outline emergency management systems, including relevant laws, policies, and programs from a national and international context	<ul style="list-style-type: none"> • Participation • Disaster Management Quiz • Critical Analysis of a Public Health Response
CLO5 : Analyse public health responses to the different stages, phases and elements of disasters, including responses to risks of disease, health care, nutrition, mental health, disease surveillance and social disruption	<ul style="list-style-type: none"> • Participation • Disaster Management Quiz • Critical Analysis of a Public Health Response
CLO6 : Appraise the communication, co-ordination and collaboration required by crises, emergency and disaster responses at a local, national and international level	<ul style="list-style-type: none"> • Participation • Disaster Management Quiz • Critical Analysis of a Public Health Response
CLO7 : Critique approaches to disaster avoidance, amelioration and preparedness in various local and international contexts	<ul style="list-style-type: none"> • Participation • Disaster Management Quiz • Critical Analysis of a Public Health Response
CLO8 : Analyse case studies and scenarios addressing various types of crises, emergencies and disasters, their causes and consequences, including those arising from biological, chemical, radiation and related events, 'natural' disasters including floods, earthquakes and hurricanes, and epidemics and pandemics as forms of disasters	<ul style="list-style-type: none"> • Participation • Disaster Management Quiz • Critical Analysis of a Public Health Response

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Learning and Teaching Rationale

In order for public health officials and managers to be able to respond effectively to the healthcare aspects of crises, emergencies and disasters, they require an understanding of both

the theory and evidence base, and the practical application of this knowledge and related skills. As a result of this focus, we have designed the course to have a very practical orientation. Learning activities in this course are grounded in well accepted group learning principles, and the authentic e-learning principles as articulated by Herrington, et al. 2010. Students are encouraged to bring as many of their personal experiences and viewpoints to the course and will be provided opportunities to collaborate and communicate utilising various techniques.

We will be using a variety of learning strategies, including lectures, small and large group work, discussions, debates, expert input, case studies, simulation exercises and collective analyses of written materials. The lectures and course material are organised around understanding the fundamentals of health care aspects of disaster management that you need to know about, however at all stages we will go beyond the knowledge base and discuss how to implement strategies in the field.

This course will primarily use Moodle to deliver content.

Herrington, J., Reeves, T.C & Oliver, R. (2010). A guide to authentic e-learning. London and New York: Routledge.

Other Professional Outcomes

Graduate attributes and capabilities

This course supports you achieving a range of capabilities that you will achieve across your studies in the Masters programs. For the complete list please refer to the School website. In particular this course provides learning opportunities that will nurture the following capabilities:

The knowledge and skills to:

- Protect the health of populations and act in emergency situations through appropriate interventions
- Promote the health of populations through research, practice, policy and advocacy
- Plan and evaluate public health strategies, programs and projects in a range of diverse contexts

The interactional abilities to:

- Strengthen relationships and communicate effectively to enhance public health outcomes
- Engage with and contribute to local, national and international communities

The personal attributes to:

- Apply analytical and critical thinking for evidence-based problem solving
- Commit to ethical practice

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Participation Assessment Format: Individual Short Extension: Yes (2 days)	10%	Start Date: Beginning of Week 1 Due Date: End of Week 8 Post Date: 26/07/2024 12:00 AM
Disaster Management Quiz Assessment Format: Individual	40%	Start Date: 24/06/2024 12:00 AM Due Date: 30/06/2024 11:59 PM Post Date: 08/07/2024 12:00 PM
Critical Analysis of a Public Health Response Assessment Format: Individual Short Extension: Yes (2 days)	50%	Start Date: From Week 1 Due Date: 28/07/2024 11:59 PM Post Date: 16/08/2024 12:00 AM

Assessment Details

Participation

Assessment Overview

The participation score will be derived from:

- Assessed quality and number of contributions to questions posed in online forums and online activities (10%)

This assessment will be completed throughout the course.

Course Learning Outcomes

- CLO1 : Discuss the definition, classification, theories, concepts, and methods related to the study of crises, emergencies and disasters
- CLO2 : Describe common types and phases of crises, emergencies and disasters, their contributory and ultimate causes including social, political and environmental factors
- CLO3 : Outline sociological theories about the causes and consequences of disasters, including conflict and vulnerability theories, and differential, population level risk factors
- CLO4 : Outline emergency management systems, including relevant laws, policies, and programs from a national and international context
- CLO5 : Analyse public health responses to the different stages, phases and elements of disasters, including responses to risks of disease, health care, nutrition, mental health, disease surveillance and social disruption
- CLO6 : Appraise the communication, co-ordination and collaboration required by crises, emergency and disaster responses at a local, national and international level
- CLO7 : Critique approaches to disaster avoidance, amelioration and preparedness in various

local and international contexts

- CLO8 : Analyse case studies and scenarios addressing various types of crises, emergencies and disasters, their causes and consequences, including those arising from biological, chemical, radiation and related events, 'natural' disasters including floods, earthquakes and hurricanes, and epidemics and pandemics as forms of disasters

Detailed Assessment Description

Participation with the student body is an important part of this course.

You will be graded on your participation in the online questions for each week of the course.

Each week a number of questions relating to the content will be posted in the online Moodle forums. It is best to answer these questions and interact with other students during the week of the course being presented. You are free, however, to answer questions from preceding weeks if needed.

Grading will consider the entirety of contribution from Week 1 to end of Week 8 in the online forum.

Assessment Length

100-200 words

Submission notes

Your participation score will be derived from active posting and participation in online forum discussions (posted in Questions and Discussions: Sessions discussion forum on Moodle)

Assessment information

Marking Criteria

Detailed marking criteria and rubric will be provided to students in Week 1 of the course via Moodle.

Rules regarding use of generative AI in this assessment

SIMPLE EDITING ASSISTANCE

For this assessment task, you may use standard editing and referencing software, but not generative AI. You are permitted to use the full capabilities of the standard software to assist you in drafting your answer to the question (for example, Office 365/Word or Grammarly).

If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and

exclusion.

Assignment submission Turnitin type

Not Applicable

Disaster Management Quiz

Assessment Overview

This is an online quiz on Moodle, comprising of 40 multiple-choice questions, covering all the material from the course. The assessment will be completed mid-term.

Course Learning Outcomes

- CLO1 : Discuss the definition, classification, theories, concepts, and methods related to the study of crises, emergencies and disasters
- CLO2 : Describe common types and phases of crises, emergencies and disasters, their contributory and ultimate causes including social, political and environmental factors
- CLO3 : Outline sociological theories about the causes and consequences of disasters, including conflict and vulnerability theories, and differential, population level risk factors
- CLO4 : Outline emergency management systems, including relevant laws, policies, and programs from a national and international context
- CLO5 : Analyse public health responses to the different stages, phases and elements of disasters, including responses to risks of disease, health care, nutrition, mental health, disease surveillance and social disruption
- CLO6 : Appraise the communication, co-ordination and collaboration required by crises, emergency and disaster responses at a local, national and international level
- CLO7 : Critique approaches to disaster avoidance, amelioration and preparedness in various local and international contexts
- CLO8 : Analyse case studies and scenarios addressing various types of crises, emergencies and disasters, their causes and consequences, including those arising from biological, chemical, radiation and related events, 'natural' disasters including floods, earthquakes and hurricanes, and epidemics and pandemics as forms of disasters

Detailed Assessment Description

This is an online quiz on Moodle, comprising of 40 multiple-choice questions, covering all theoretical material in the course (Weeks 1-4). Once you have commenced the quiz, you will have 3 hours to complete it. You will have only one attempt to complete the quiz.

Assessment Length

40 Multiple Choice Questions

Submission notes

Short extension & Special consideration This tasks does have a short extension option. A short

extension of 2 days is available for this task. See 3. Submission of Assessment Tasks in the Other Useful Information tab of your course outline and refer to Moodle for additional submission information.

Assessment information

Rules regarding use of generative AI in this assessment

NO ASSISTANCE

It is prohibited to use any software or service to search for or generate information or answers.

If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

Not Applicable

Critical Analysis of a Public Health Response

Assessment Overview

In this task students will identify one crisis, emergency or disaster from recent history. Students will analyse the way in the health system responses to the event failed to address the needs of the one or more vulnerable groups involved. Individual students will receive detailed individualised feedback. This assessment is due at the completion of the course.

Course Learning Outcomes

- CLO1 : Discuss the definition, classification, theories, concepts, and methods related to the study of crises, emergencies and disasters
- CLO2 : Describe common types and phases of crises, emergencies and disasters, their contributory and ultimate causes including social, political and environmental factors
- CLO3 : Outline sociological theories about the causes and consequences of disasters, including conflict and vulnerability theories, and differential, population level risk factors
- CLO4 : Outline emergency management systems, including relevant laws, policies, and programs from a national and international context
- CLO5 : Analyse public health responses to the different stages, phases and elements of disasters, including responses to risks of disease, health care, nutrition, mental health, disease surveillance and social disruption
- CLO6 : Appraise the communication, co-ordination and collaboration required by crises, emergency and disaster responses at a local, national and international level
- CLO7 : Critique approaches to disaster avoidance, amelioration and preparedness in various local and international contexts
- CLO8 : Analyse case studies and scenarios addressing various types of crises, emergencies and disasters, their causes and consequences, including those arising from biological,

chemical, radiation and related events, 'natural' disasters including floods, earthquakes and hurricanes, and epidemics and pandemics as forms of disasters

Detailed Assessment Description

This written assessment task is an analytical report examining national or international crises, emergencies or disasters (CEDs) which have occurred in the last 30 years, and which had significant public health implications.

Detailed assessment instructions will be provided via Moodle in the first week of the course.

Assessment Length

2500 words (not including reference list, or in-text citations)

Submission notes

Short extension & Special consideration This tasks does have a short extension option. A short extension of 2 days is available for this task. See 3. Submission of Assessment Tasks in the Other Useful Information tab of your course outline and refer to Moodle for additional submission information.

Assessment information

Assessment Criteria

In addition to addressing the specific elements of the assessment task, your work will be assessed against the following general criteria:

- Description (of issue/problem)
- Relevance (ie. to answering the question)
- Research (ie. synthesis of literature including referencing, adequate reading and integration of literature)
- Analysis (evidence of critical thinking and critical reflection)
- Argument (validity, logic, appropriate conclusions)
- Accuracy of referencing

An detailed assessment rubric will be provided with the task description during Week 1 of the course.

Rules regarding use of generative AI in this assessment

SIMPLE EDITING ASSISTANCE

For this assessment task, you may use standard editing and referencing software, but not generative AI. You are permitted to use the full capabilities of the standard software to assist you

in drafting your answer to the question (for example, Office 365/Word or Grammarly).

If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

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

General Assessment Information

Referencing style

- American Psychological Association (APA) 6th edition is the preferred referencing style.
- Ensure that you apply your referencing style consistently in your submission.
- Further information on stylistic, referencing and formatting standards can be found at:
 - <https://www.unsw.edu.au/medicine-health/our-schools/population-health/student-life/academic-skills> <https://student.unsw.edu.au/skills>

Grading Basis

Standard

Requirements to pass course

Greater than 50% overall grade calculated as the sum of all assessment grades by weighting.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 20 May - 26 May	Other	Please take the opportunity in Week 0 to read through the course outline.
Week 1 : 27 May - 2 June	Online Activity	Session 1 - Introduction Session 2 - Healthcare aspects of Crises, Emergencies and Disasters Session 3 - Introduction to Risk and Vulnerability
	Tutorial	Theory Part 1 - Introduction
Week 2 : 3 June - 9 June	Online Activity	Session 5 - Public Health Response to Crises, Emergencies and Disasters Session 6 - Disease Control in Disaster Settings
	Tutorial	Theory Part 2 - Health Aspects of Disasters
Week 3 : 10 June - 16 June	Online Activity	Session 7 - Media Communication in Disasters Session 9 - Disaster Planning and Preparedness - Special Disasters Session 11 - Understanding the importance of infrastructure
	Tutorial	Theory Part 3 - Special Aspects
Week 4 : 17 June - 23 June	Online Activity	Sessions 13 and 14 - Principles of Disaster Response Session 10 - Australian and International Perspectives
	Tutorial	Workshop 1
Week 5 : 24 June - 30 June	Online Activity	Session 4 - Case Study 1 - Industrial Disasters Session 10 - Australian and International Perspectives
	Tutorial	Case Study 1 and Workshop 2
Week 6 : 1 July - 7 July	Online Activity	Session 15 - Emergency Information and Communication Session 16 - Emergency supply and logistics planning
	Tutorial	Workshop 3
Week 7 : 8 July - 14 July	Online Activity	Session 17 - Operational Planning Session 18 - Capacity Building and Networking Session 12 - Case Study 3 - Vulnerable populations (heat wave)
	Tutorial	Case Study 3 and Workshop 4
Week 8 : 15 July - 21 July	Online Activity	Session 8 - Case Study 2 - Ethics of Disaster Response
	Tutorial	Case Study 2
Week 9 : 22 July - 28 July	Tutorial	Session 19 - Disaster Simulation Part 1
Week 10 : 29 July - 4 August	Tutorial	Session 20 - Disaster Simulation Part 2

Attendance Requirements

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

General Schedule Information

For all students (external and internal by enrolment) the course will be delivered over 10 weeks.

You are expected to watch the recorded lectures prior to the 2 hour tutorial session.

You are expected to have prepared for the tutorial which is designed to be a mechanism to:

- Answer questions
- Discuss key topics
- Address any points that were unclear
- Serve as a forum for interaction between all students and the teaching staff

Lecture recordings will be available for you to review progressively throughout the term. All

theory related lecture recordings will be available for viewing from Monday of Week 1.

Workshop and Case Study recordings will be made available closer to those scheduled weeks due to the nature of the material.

The Welcome tutorial in Week 1 is an opportunity for you to introduce yourself to course convenors and to your fellow students. It will utilise online collaboration software to enable you to interact in a friendly and collegial way.

Course Resources

Prescribed Resources

Readings and resources

Learning resources for the online version of this course consist of the following:

1. A 2 hour weekly webinar tutorial
2. Lecture recordings to review
3. Interactive case studies
4. Workshop activities
5. Online course notes and readings
6. Online discussion and Q&A forums

Recommended Resources

Recommended resources

Each session of the course has a collection of recommended and optional readings to assist with your understanding of each topic area. It is recommended that you work through these materials utilising the suggested schedule in this course outline. Online discussion questions and activities will occur in line with the course schedule.

A series of general references are also available on the Moodle site for you to refer to and provide a good reference source for future work or academic activities in disaster research and management.

Additional Costs

References and other online course materials are available through UNSW Main Library subscription services for students at no additional cost.

Course Evaluation and Development

Continual course improvement

Student evaluative feedback on both courses and teaching is periodically gathered. The UNSW My Experience Evaluation tool is used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Program Evaluation and Improvement Group, UNSW Medicine. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

In order to improve this course, we will ask you for your views about the course and your reflections about participating in the online environment. We also ask you to complete the myExperience survey on-line both during and by the end of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	David Heslop		Please contact first by email	+61 2 9385 3499	Email contact is most reliable method	No	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 Plagiarism

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 your assessment tasks. Options for the use of generative AI include: (1) no assistance; (2) simple editing assistance; (3) planning assistance; and (4) full assistance with attribution.

You may be required to submit the original generative AI responses, or drafts of your original work. Inappropriate use of generative AI is considered academic misconduct.

See your course Moodle (or Open Learning) page for the full instructions for individual assessment tasks for your course.

Submission of Assessment Tasks

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.

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>

Examinations

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

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, A/Prof Timothy Dobbins (t.dobbins@unsw.edu.au).