



# SUBJECT OUTLINE

Subject Name:

Subject Code:

**Foundations of Public Health for Complementary  
Medicine**

**SOCF311**

## SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total Course Credit Points:</b>	<b>Level:</b>
Bachelor of Complementary Medicine	48	3 <sup>rd</sup> Year
<b>Duration:</b> 1 Semester		
<b>Subject is:</b> Core	<b>Subject Credit Points:</b> 2	

### Student Workload:

<b>No. timetabled hours per week:</b> 3	<b>No. personal study hours per week:</b> 2	<b>Total hours per week:</b> 5
<b>Delivery Mode*:</b>		
<input type="checkbox"/> On campus	<input checked="" type="checkbox"/> Online / Digital	<input type="checkbox"/> Blended
		<input type="checkbox"/> Intensive
<b>Weekly Session^ Format/s - 1 sessions per week:</b>		
<input checked="" type="checkbox"/> eLearning modules: Lectures: Narrated PowerPoint presentations Tutorials: can include asynchronous tutor moderated discussion forum and activities, learning journal activities or other web-based resources		
<p>*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.</p> <p>^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.</p>		
<b>Study Pattern:</b>	<input checked="" type="checkbox"/> Full Time	<input checked="" type="checkbox"/> Part Time
<b>Pre-requisites:</b>	SOCQ121	
<b>Co-requisites:</b>	Nil	

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

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



invites students to engage with the knowledge and practice of planning and evaluating health interventions and service provision, a fundamental aspect of public health practice.

## Learning Outcomes

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

## Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Part A – Project Outline</b> (500 words)	1-5	1-12	Week 7	30%
<b>Part B – Project Plan</b> (2000 words)	1- 5	1-12	Week 13	50%
<b>Part C – Oral Presentation Recording</b> (10 minutes)	1-5	1-12	Week 14	20%

All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS

### Prescribed Readings:

1. Liamputpong, P. (Ed). (2022). *Public health: Local and global perspectives* (3rd ed.). Cambridge University Press.

### Recommended Readings:

1. Lin, V., Smith, J. & Fawkes, S. (2014). *Public health practice in Australia the organised effort* (2nd ed.). Allen & Unwin.
2. Talbot, L., & Verrinder, G. (2017). *Promoting health: The primary health care approach* (6th ed.). Elsevier.



## Subject Content

Week	Lectures	Tutorials / Practicals
1.	<b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources) <b>Introduction to Public Health</b> <ul style="list-style-type: none"> <li>➤ Definition, history and introduction to the principles and key concepts of public health</li> <li>➤ The health system and health policy decision making in the Australian context</li> </ul>	<p>Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback.</p> <ul style="list-style-type: none"> <li>➤ Subject introduction and assignment overview</li> <li>➤ Facilitated discussion on the role of the Complementary Medicine (CM) practitioner within the Australian health workforce and public health</li> </ul>
2.	<b>Determinants of Health</b> <ul style="list-style-type: none"> <li>➤ Ecological model of health</li> <li>➤ Social and other determinants</li> <li>⌚ Health equity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Social determinants of health tutorial activity - 2016 Boyer lecture - facilitated discussion</li> </ul>
3.	<b>Local and Global Public Health Perspectives</b> <ul style="list-style-type: none"> <li>➤ Primary health care</li> <li>➤ WHO: <i>Health for all</i></li> <li>➤ Public health in Australia</li> </ul>	<ul style="list-style-type: none"> <li>➤ CM and primary health care - facilitated discussion</li> </ul>
4.	<b>Health Promotion</b> <ul style="list-style-type: none"> <li>➤ Theory and practice of health promotion</li> <li>➤ The <i>Ottawa Charter for Health Promotion</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning health promotion interventions workshop using logic models</li> </ul>
5.	<b>Evaluating Public Health Interventions</b> <ul style="list-style-type: none"> <li>➤ Health program planning and evaluation</li> <li>➤ Logic model</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health program evaluation workshop using logic models</li> </ul>
6.	<b>Introduction to Epidemiology</b> <ul style="list-style-type: none"> <li>➤ Principles of epidemiology</li> <li>➤ Epidemiological research design</li> <li>➤ Social epidemiology</li> <li>➤ Applications of epidemiology in health care disease surveillance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tutorial activities <ul style="list-style-type: none"> <li>⌚ Exploring the interactive Atlas for infectious diseases and other epidemiological data</li> </ul> </li> <li>➤ Non-communicable diseases - Framingham heart study</li> </ul>
7.	<b>Research in Public Health Practice</b> <ul style="list-style-type: none"> <li>➤ Evidenced-based practice</li> <li>➤ Research design</li> <li>➤ Health statistics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Descriptive statistics workshop using simulated data-sets</li> </ul>
<b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week) <b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8 <b>Semester 2 &amp; Online students</b> – The non-teaching week falls between Weeks 7 and 8		



8.	<b>Key Public Health Initiatives</b> <ul style="list-style-type: none"> <li>➤ Closing the Gap (Australia)</li> <li>➤ Sustainable Development Goals (WHO)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated discussion of potential public health initiatives (e.g., obesity strategy for Australia)</li> </ul>
9.	<b>Achievements and Challenges in Public Health</b> <ul style="list-style-type: none"> <li>➤ Tobacco control</li> <li>➤ HIV</li> <li>➤ Vaccination programs</li> <li>➤ Medicinal cannabis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated discussion of evaluating achievements in public health</li> </ul>
10.	<b>Nutritional Determinants of Health</b> <ul style="list-style-type: none"> <li>➤ Global perspectives</li> <li>➤ Contemporary Australian issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated discussion - Fat studies: A growing area of academic scholarship and research</li> </ul>
11.	<b>Environmental Determinants of Health</b> <ul style="list-style-type: none"> <li>➤ Global and local perspectives</li> <li>➤ Environmental burden of disease</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated discussion - Climate change and its impacts on environmental determinants of health</li> </ul>
12.	<b>Complementary Medicine and Public Health</b> <ul style="list-style-type: none"> <li>➤ Towards a model of Integrative Medicine</li> <li>➤ E- technologies, law, ethics</li> <li>➤ Advantages and challenges for CM</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies of 'best practice' integrative public health practitioners / practice</li> </ul>
13.	<b>Subject Summary</b>	<ul style="list-style-type: none"> <li>➤ Summary and feedback</li> </ul>
14.	<b>Non-Teaching Week/Practical Examination Week 1</b> Note that make-up classes may be scheduled in this week	
15.	<b>Non-Teaching Week/Practical Examination Week 2</b> Note that make-up classes may be scheduled in this week	
16.	<b>Final Examination Week 1</b> There is no final exam for this subject	
17.	<b>Final Examination Week 2</b> There is no final exam for this subject	