



PBHL29002 Communicable Diseases

Term 3 - 2024

Profile information current as at 26/03/2025 04:47 am

All details in this unit profile for PBHL29002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Communicable diseases transmit from human to human or animal to human. They form a major component of the global burden of disease, thus presenting a significant public health challenge. Developments in health technologies, pharmaceuticals and other preventative approaches and treatments have decreased the impact of communicable diseases over the last century particularly. However, this is countered by an increasing risk of emerging and re-emerging communicable disease outbreaks across borders, in part due to the exponential increase in global travel and the expansion of the human-animal interface. This unit explores the knowledge, principles and skills required to address communicable diseases prevention and control. You will examine the epidemiology of communicable diseases and its relationship to prevention, management and control strategies from a public health perspective. Surveillance and other public health strategies on communicable diseases control are studied. Case studies are used to develop insights into public health responses to communicable diseases control, challenges and facilitators. The unit applies a critical lens to the essential role of cross-sectoral collaboration and partnerships in effective communicable disease strategies and policies.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 3 - 2024

- Melbourne
- Online
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**

Weighting: 50%

2. **Report**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE data

Feedback

While usefulness of assessment feedback was assessed as high (87%) it was relatively lower than other feedback.

Recommendation

Review rubrics and marking guides to ensure evaluation feedback for "Useful Feedback" continues to improve. In addition to the current process where students are encouraged to contact the Lecturer for individual feedback, a separate online class session will give generic feedback, with the option to have breakout rooms for additional individual feedback.

Feedback from Unit coordinator reflection

Feedback

Performance in Assessment 2 relating to critical review and referencing often did not meet the assessment criteria.

Recommendation

Build on the existing structured approach to the Briefing Report (Assessment 2), that scaffolds application of learning related to search strategies, critical review and referencing within classroom settings.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify and explain the major types and modes of transmission of communicable diseases.
2. Interpret and critique risk factors contributing to the burden of communicable diseases from a public health perspective, using a socio-ecological model to focus on at-risk populations.
3. Explain and apply methods of measurement, monitoring and surveillance of communicable diseases and evaluate how they are used to safeguard public health.
4. Critique public health strategies and programs used in the prevention and control of communicable diseases.
5. Appreciate and critique the factors and contexts driving collaborative and coordinated approaches to communicable disease prevention and control.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Group Work - 50%	•	•	•	•	•
2 - Report - 50%		•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research		○	○	○	○
5 - Self-management		○	○	○	○
6 - Ethical and Professional Responsibility		○	○	○	○
7 - Leadership		○	○	○	○
8 - Aboriginal and Torres Strait Islander Cultures		○		○	○

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Word processing and Spreadsheet applications

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Ekramul Hoque Unit Coordinator
ekramul.hoque@cqu.edu.au

Schedule

Week 1 - 04 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and Unit overview <ul style="list-style-type: none">• Welcome• Teaching, learning and assessment structure• Introduction of communicable diseases (CD) and concepts• Historical perspectives of communicable diseases• Communicable diseases within a socio-ecological framework	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 2 - 11 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Concept of disease, disease transmission and classification of communicable diseases (CD) <ul style="list-style-type: none">• Concept of disease and disease occurrence by pathogen types• Classification of communicable diseases• Modes and infection transmission cycles• Natural history of disease propagation• Role of epidemiological triad/triangle in causation and transmission of disease	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 3 - 18 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Epidemiology: Measuring the patterns of communicable diseases (CD)

- Principles and types of CD surveillance
- Significance of measurement in the epidemiology of CDs
- Define and distinguish commonly used measures of disease frequency (such as prevalence and incidence)
- Explain the relationships between risk and health outcomes, and understand the application of simple measures of association and risk
- Construct a contingency (2x2 table) and understand its application
- Define and distinguish other key epidemiological concepts and terms
- Reading and interpreting data: tables, visualisation

See weekly Learning Activities and e-Reading list in Moodle.

In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 4 - 25 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Prevention and control principles and strategies 1</p> <ul style="list-style-type: none"> • Understand key principles of responding to a CD outbreak • Know the stages and steps in an outbreak investigation • Understand the key principles of communication in an outbreak • Apply this knowledge to populations at risk 	<p>See weekly Learning Activities and e-Reading list in Moodle.</p>	<p>In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.</p>

Mid-Term break week - 02 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
No classes		

Week 5 - 09 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Communicable disease transmission: air, food and water borne diseases</p> <ul style="list-style-type: none"> • Discuss transmission and occurrence of communicable diseases: focusing on airborne, foodborne and waterborne diseases • Risk factors and manifestations of airborne, foodborne and waterborne diseases • Investigation of airborne, foodborne and waterborne diseases • Prevention and control strategies of airborne, foodborne and waterborne diseases within a socio-ecological framework 	<p>See weekly Learning Activities and e-Reading list in Moodle.</p>	<p>In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.</p>

Week 6 - 16 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Communicable disease transmission: blood borne and sexually transmitted diseases

- Discuss transmission and occurrence of communicable diseases: focusing on blood and sexually transmitted diseases
- Risk factors and manifestations of blood and sexually transmitted diseases
- Investigation of blood and sexually transmitted diseases
- Prevention and control strategies within a socio-ecological framework

See weekly Learning Activities and e-Reading list in Moodle.

In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 7 - 23 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Communicable disease outbreak investigation</p> <ul style="list-style-type: none"> • What constitutes a communicable disease outbreak • Managing a communicable disease outbreak – general principles • Steps of a communicable diseases investigation • Investigating a communicable disease outbreak • Prevention and control methods 	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Vacation Week - 25 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 8 - 06 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
<p>Preventive and control principles and strategies 2</p> <ul style="list-style-type: none"> • Strategies and principles of prevention and control of CDs • Focus on Vaccination and immunisation • Vaccine hesitancy • National immunisation program schedule 	See weekly Learning Activities and e-Reading list in Moodle.	<p>In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.</p> <p>Assessment 1 DUE this week Friday 11:59PM AEST</p> <p>Assessment 1 Group Project Due: Week 8 Friday (10 Jan 2025) 11:59 pm AEST</p>

Week 9 - 13 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
<p>One Health and communicable diseases - why it matters</p> <ul style="list-style-type: none"> • Key principles of One Health approach • One Health and Planetary Health in the context of CD • Challenges of CDs within One Health framework: climate change, antimicrobial resistance • Advocacy; health promotion and equity: working with communities 	See weekly Learning Activities and e-Reading list in Moodle.	In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 10 - 20 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Policies and legislation relevant to communicable disease prevention and control

- Public health law, vaccination, quarantine & bioterrorism
- Pandemic and epidemic responses: strategies and infrastructure
- Australian Centre for Disease Control
- Emergency response plan for communicable disease incidents

See weekly Learning Activities and e-Reading list in Moodle.

In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 11 - 27 Jan 2025

Module/Topic

Chapter

Events and Submissions/Topic

Communicable diseases in the context of emergencies and disasters, and equity issues

- Setting strategies and priorities
- Risk of communicable diseases (VDs) in disaster
- Challenges in low and middle income countries
- Preventing the spread of CDs in disaster
- CDs within an equity framework: case study comparison

See weekly Learning Activities and e-Reading list in Moodle.

In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Week 12 - 03 Feb 2025

Module/Topic

Chapter

Events and Submissions/Topic

Bringing it together: Communicable diseases within a healthy public policy context

- Communicable disease mapping
- Examples of healthy public policy in a CD context
- Significance of the Health in All Policies approach and SDGs in CD
- Unit review

See weekly Learning Activities and e-Reading list in Moodle.

In addition to online lectures and resources, tutorials provide the opportunity to complete individual and group activities; and build your skills and knowledge base related to Unit content.

Assessment 2 DUE this week Friday 11:59PM AEST

Written Report: responding to an outbreak (Individual) Due: Week 12 Friday (7 Feb 2025) 11:59 pm AEST

Exam Week - 10 Feb 2025

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

This unit is offered at Melbourne, Sydney and online:

- Lecturer at Melbourne and online: Dr Ekramul Hoque (ekramul.hoque@cqu.edu.au) - Unit Coordinator
- Lecturer at Sydney: Dr Tomas Megalaa (t.megalaa@cqu.edu.au)

Any inquiry about this unit, kindly, refer to the Unit Coordinator

Holiday replacement class

- Week-11 class on 27 January 2025 (Monday) is a public holiday
- This class will be replaced by a Zoom class on 29 January 2025 (Wednesday) at 10:00 am to 12:00 pm
- Zoom link will be sent to students (both Melbourne and Sydney) closer to the week-11

Assessment Tasks

1 Assessment 1 Group Project

Assessment Type

Group Work

Task Description

The group assessment task responds to a communicable disease outbreak (topic and focus group to be allocated by week 3), from a public health perspective.

It comprises an a) Media release and b) Presentation, outlining your strategies and priorities to address the outbreak for the chosen population. In addition to the group work assessment, an individual reflection and peer review marking process will be submitted.

Assessment Due Date

Week 8 Friday (10 Jan 2025) 11:59 pm AEST

(AEST)

Return Date to Students

Week 10 Friday (24 Jan 2025)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

- Media Release: follows newsworthy principles (15%)
- Presentation: provides a background to the communicable disease outbreak (10%)
- Presentation: reviews and analyses available evidence to support strategies and responses, incorporating data and figures (15%)
- Presentation: addresses considerations and collaborative strategies for different stakeholders including higher risk population/s (10%)
- Presentation: gives clear recommendations and conclusion (15%)
- Media Release and Presentation: both adhere to appropriate language and recommended structure (10%)
- Correct referencing (Harvard style) (10%)
- Individual Reflection: Insight and description of experience working in a group, and lessons learnt (10%)
- Peer review: (5%)

Further information regarding structure and assessment criteria is available in the 'Assessments' section in Moodle.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Submit via Turnitin

Learning Outcomes Assessed

- Identify and explain the major types and modes of transmission of communicable diseases.
- Interpret and critique risk factors contributing to the burden of communicable diseases from a public health perspective, using a socio-ecological model to focus on at-risk populations.
- Explain and apply methods of measurement, monitoring and surveillance of communicable diseases and evaluate how they are used to safeguard public health.
- Critique public health strategies and programs used in the prevention and control of communicable diseases.
- Appreciate and critique the factors and contexts driving collaborative and coordinated approaches to communicable disease prevention and control.

2 Written Report: responding to an outbreak (Individual)

Assessment Type

Report

Task Description

This individual assessment task builds on the topic selected in week 3 (and your group assessment) to develop a formal report that responds to an outbreak. You will imagine you are working as a public health advisor for your Department of

Health, and write the report addressing the following:

- Brief background, including causality and burden from a public health perspective, with a focus on your chosen population to provide context.
- Describe key issues to consider, including resourcing, control measures, operational issues
- Identify key stakeholders across disciplines, community(ies), public and private sectors. Describe their roles in the outbreak response.
- Identify and describe potential challenges to controlling the outbreak
- Based on these findings, make recommendations to improve the response to the outbreak, including strategic, advocacy, operational, policy and (potentially) legislative implications.

Assessment Due Date

Week 12 Friday (7 Feb 2025) 11:59 pm AEST

(AEST)

Return Date to Students

Exam Week Friday (14 Feb 2025)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

- Provide an Executive Summary (15%)
- Provide background to the communicable diseases outbreak (15%)
- Review and analyse available evidence to support a policy initiative or change (25%)
- Address considerations and strategies for different stakeholders including higher risk population/s (10%)
- Present findings using the report template, incorporating data and figures, recommendations and conclusion (15%)
- Appropriate language and structure (10%)
- Correct referencing (10%)

Further information regarding structure and assessment criteria is available in the 'Assessments' section in Moodle.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submit via Turnitin

Learning Outcomes Assessed

- Interpret and critique risk factors contributing to the burden of communicable diseases from a public health perspective, using a socio-ecological model to focus on at-risk populations.
- Critique public health strategies and programs used in the prevention and control of communicable diseases.
- Appreciate and critique the factors and contexts driving collaborative and coordinated approaches to communicable disease prevention and control.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem