



School of Population Health in collaboration with  
WIL Central, ProVice-Chancellor Education &  
Student Experience

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PHCM9143  
**Public Health and Health  
Management Internship  
Course**

**COURSE OUTLINE**

**Term 1, 2022**

# For course enquiries please contact the WIL Central Team

## Course Convener

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## Administration

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# Course overview

## Welcome

The internship course (6UOC) aims to provide students enrolled in the Master of Public Health, Master of Global Health, Master of Infectious Disease Intelligence or Master of Health Leadership and Management degree programs (or dual degrees), with the opportunity to gain real-world experience in a relevant health organisation through a workplace internship of 6 weeks full-time equivalent duration (168 hours).

During the course, interns will have an opportunity to make valuable contributions to organisational initiatives that may involve areas such as policy development, planning, or evaluation associated with the delivery of public health or healthcare services, or the preparation, appraisal, implementation of health-related projects. The activities and focus of the internship placement will be relevant to the organisation and student and can be either project or normal operations based.

## Course aim

To give the students the opportunity of real-world experience in a Health organisation to practise the knowledge and skills gained in the program.

## Course outcomes

On successful completion of the internship placement, students will be able to:

- Demonstrate capacity to contribute to an organisation within the parameters of an agreed internship placement
- Identify and delineate a significant practice-based area for inquiry and focus, within the internship placement
- Systematically collect and synthesise relevant information about the practice-based area of inquiry drawing on relevant literature and workplace activities and experiences.
- Analyse, interpret and evaluate the outcomes from the engagement with the practice area of inquiry
- Demonstrate capacity for self and professional reflection
- Provide a reflexive interpretation on the implications for future professional practice drawing upon the internship experience and relevant themes within the master's program

## Graduate attributes and capabilities

**The Health Management program fosters in our students the following suite of graduate attributes:**

The applied knowledge and skills to:

- Utilise information for decision making in health service delivery
- Interpret the dynamics of the healthcare system and policy context
- Lead and manage within own organisational context
- Strategically plan and manage resources for health service delivery
- Manage risk and quality in health service delivery

The interactional abilities to:

- Communicate across a range of health service contexts
- Work within and contribute to local, national and international communities
- Enhance the capacity for collaborative and multidisciplinary teamwork

The personal attributes to:

- Apply analytical and critical thinking for creative problem solving
- Commit to ethical practice and social responsibility
- Engage in lifelong learning and reflective practice

**The Public Health program prepares our students to be judgement safe professionals by fostering the following set of graduate attributes:**

Students are supported in developing applied knowledge and skills to:

- Interpret and apply research and research methods for policy and practice in public health contexts
- Protect the health of populations and prevent communicable and non-communicable diseases through appropriate interventions
- Promote the health of populations through research, practice, policy and advocacy
- Build workforce capacity to support public health outcomes
- Influence develop and implement policy and assess its impact on health outcomes
- Plan and evaluate public health strategies, programs and projects in a range of diverse contexts

Students are supported in developing interactional abilities to:

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

Students are supported in developing personal attributes to:

- Apply analytical and critical thinking for evidence based problem solving
- Commit to ethical practice
- Commit to social responsibility informed by principles of social justice and equity
- Engage in lifelong learning and reflective practice.

## Learning and teaching rationale

Work Integrated Learning provides the opportunity for students to use and develop their discipline skills in the workplace within projects and positions with genuine impact. It provides the opportunity to work on projects which may not have a 'right answer' or clear path, giving students a genuine taste of what it is like undertaking this work as an employee.

While students are enrolled in the one course, there is likely to be no interaction, as placements are in different workplaces. To counter this estrangement from peers, there will be opportunities to interact with other students in on-line forums and webinars throughout the term.

## Teaching strategies

This course gives the students an opportunity to practice their skills and theory in the workplace. The internship offers students the opportunity to work in projects offered in both government and private health focussed organisations to provide help in projects that have a real impact to policy and information.

Teaching is provided both in the workplace and in the on-line environment through the university:

- Your placement supervisor will guide you in your project and mentor you during the placement duration.
- The course convener will meet with students in a group setting, as well as individually to advise on project direction and provide help from an outside perspective to the project and organisation
- There will also be chances to meet other students in the virtual space through on-line forums and discussions
- The Career coaching team will provide sessions to help you to get ready for the next step in your career

## Moodle Learning Environment

All the School of Population Health all courses use Moodle to some extent. Moodle is an open-source learning management system that is used to deliver blended and online courses throughout UNSW. The Moodle component of your course is like a mini website that holds the key resources for your course, provides online discussion areas and a place for you to submit assignments online. If you are unfamiliar with Moodle please visit: <https://student.unsw.edu.au/moodle-support>

## Assessment

### 1. Negotiated Internship Agreement

**Weighting:** 20% of total marks

On completion of the internship placement the workplace supervisor will evaluate the student against the capabilities/activities that were developed in the initial stage of the placement to determine satisfactory (or not) completion. The evaluation will also offer supervisors the opportunity of providing constructive feedback to students.

Generic activities	Generic capabilities
<ul style="list-style-type: none"> <li>• Program development activities</li> <li>• Program management activities</li> <li>• Program evaluation activities</li> <li>• Policy development activities</li> <li>• Advocacy activities</li> <li>• Strategic and business planning activities</li> <li>• Analysis and/or interpretation of data</li> <li>• Review of scientific evidence</li> <li>• Data collection activities</li> <li>• Engagement with stakeholders</li> <li>• Engagement with the community</li> <li>• Development of cultural competence</li> <li>• Preparation of written material</li> <li>• Oral discussion and presentation in a group setting</li> <li>• Undertake teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Commit to undertaking professional work underpinned by values of social responsibility, equity and accountability</li> <li>• Engage in scholarly enquiry</li> <li>• Support collaborative relationships and teamwork in the workplace</li> <li>• Engage productively with relevant stakeholders in contributing to organisational projects/activities</li> <li>• Communicate effectively in written and oral form to contribute to enhancing health outcomes</li> <li>• Strengthen own professional relationships and networks</li> <li>• Locate own professional practice within the dynamics of the specific health service context</li> <li>• Build capacity to work within diverse communities applying cultural awareness to local health issues</li> <li>• Apply analytical and critical thinking for evidence informed problem solving</li> <li>• Critically examine own and stakeholder</li> </ul>



Generic activities	Generic capabilities
	<p>assumptions that might impact on undertaking the agreed workplace project/activities</p> <ul style="list-style-type: none"> <li>• Apply advanced synthesis, critical evaluation and integration of concepts across own postgraduate studies to inform workplace related activities and outputs</li> <li>• Abide by ethical standards and professional practice standards</li> <li>• Act with personal integrity informed by personal and professional values and parameters</li> <li>• Critically reflect on own practice recognising personal limits and assumptions</li> <li>• Actively engage in own learning and commitment to strengthening personal professional capacity</li> </ul>

## 2. Individual report (80%)

The individual report consists of three parts:

1. A Critical Incident Analysis, where you will analyse your professional learning from an event that occurred in the first half of your placement (more detailed instructions can be found in Moodle) (1000 words – 20%)
2. A report of your placement project (see below for the options) (3000 words –40%)
3. A reflective piece on the implications for the student's own future professional practice drawing upon the internship experience and linking to relevant conceptual themes from within the student's own Master's Program (1000 words – 20%)

**Due date:** To be determined at the commencement of the student's placement.

Note: If the placement is undertaken in the last term of your degree(s), the report must be submitted and marked before the end of the examination period. Please speak to your academic supervisor to determine these dates.

There are several options for how the report may look:

### **Option 1 - A scholarly project focused report**

- A brief description of the organisation and how it fits within the healthcare system, and population health.
- An outline of the rationale for the internship project, locating it within the work of the organisation. This would also include a brief review of the literature relevant to the problem that was the focus of the project so as the ground the rationale within the wider scholarly context.
- A discussion of the role of the student. For example, how the project was planned out and undertaken, and how the work related to the rationale for the project.
- Some critical analysis and discussion of the experiences, findings and the implications for the organisation, the broader field and one's own understanding of this area
- Recognition of any limitations in the work undertaken, and suggestions for future direction – including a critical reflection

### **Option 2 - A project report**

This may be applicable where a student undertakes a small-scale project or program evaluation. The report will be laid out along the lines of a scientific paper as follows:

- Background (includes literature review)
- Aims and Objectives
- Methods
- Results
- Discussion and Conclusion

### **Option 3 - An in-depth literature review on the practice-based area of interest**

### **Option 4 - A case study (or collection of mini case studies) of practice from the internship placement**

### **Assessment of the Individual Report**

<p>This assessment task will be assessed only by the academic supervisor, using the School's grading system and specified assessment criteria.</p>
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While internship projects may vary in scope, the academic supervisor may consider the following points:

- Are the internship project aims well formulated (e.g. scope, boundaries, purpose, desired outcomes)
- Are the background conditions described in sufficient detail to provide rationale for the project
- Are the relevant concepts and empirical findings critically reviewed to draw light on the subject matter of the project
- Are the activities to deal with the stated problems and aims of the study appropriate (consistent and reflect an adequate amount of effort)
- Are the findings and experiences well summarised
- Are the lessons derived from the work adequately discussed?
- To what extent has the student shown depth of analysis and critical thinking?
- Referencing which is undertaken accurately and as necessary
- Adherence to word limit and format requirements

## Summary

Assessment Task	Length	Weighting	Date Due
A1: Negotiated Internship Agreement	No. of words	20%	At the completion of one week of the placement
A2: Individual report	5000 words in total	80%	As negotiated after placement completion

## Adopting a critical approach to your assignments

It is important that you adopt a critical approach to the material that you obtain for assignments, to the required readings, and to other information with which you are presented 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.

## 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.

## Referencing

Use either APA or Vancouver **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>

SPH: <https://sph.med.unsw.edu.au/current-students/student-resources>

UNSW Academic Skills and Support: <https://student.unsw.edu.au/skills>

**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>

## Submitting your assignments

1. Assignments must be submitted via the Turnitin assignment drop-boxes (also known as Turnitin submission points), available in the Moodle course site, by the due date. Turnitin is a similarity detection software that enables assignments to be checked for plagiarism including improper citation or misappropriated content. Each assignment submitted to Turnitin is checked against the submitted assignments of other students as well as the internet and key resources selected by the course convenor. If you are unfamiliar with the Turnitin software, a demonstration can be found at:  
<https://student.unsw.edu.au/turnitin>
2. You can view the **originality report** of your submission and resubmit as often as you wish until the assignment due date. This will help you in self-reviewing and revising your submission until the due date. Please note that 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 (each file uploaded overwrites the previous version). **No resubmissions will be allowed after the due date and time of the assignment without permission.**

**IMPORTANT:** The first three submissions generate an originality report almost **immediately**. For subsequent submissions there is a **24 hour delay** between time of submission and the originality report being available.

3. You will need to include your student ID, course code, date and assignment title in the header or footer on every page, and in the file name.
4. Only use your student ID to identify yourself in your assignment (**DO NOT INCLUDE YOUR NAME**). All assignments submitted to the Turnitin database will be used to determine whether other students in your course, and in the future, have plagiarised or inappropriately included work that is not their own. Therefore, personal details (such as your name and/or contact details which can be used to identify you) should be removed from your papers to protect your privacy.
5. Please note, the closing time for assignments is shown in Eastern Standard Time. Please factor this in when submitting assignments outside of NSW.
6. You are not required to submit a coversheet with your assignment. Instead, there is a checkbox within the Turnitin submission point that you will need to tick in order to submit your assignment. By ticking the checkbox you are confirming that the work you are submitting is entirely original.
7. After you submit your file, Turnitin will display a digital receipt in your browser window. If you can't see a receipt it means that you have not successfully submitted your file. A copy of the receipt is also sent to your e-mail address. Save the receipt and the paper ID it contains, as this is proof of a completed submission.

## Late submission

All late assignments (unless extension or exemption previously agreed) will be penalised by 2% of the maximum mark per day (including Saturday, Sunday and public holidays). For example, if you are given a mark of 25 out of 35 for an assignment, and the assignment was handed in two days late, it would be penalised by 4%, and the mark would be reduced to 23.6. If the same assignment was handed in seven days late, it would be reduced by 14% giving you a mark of 20.1. Late work may not receive detailed feedback.

**Please note:** Any assessment submission that occurs more than 14 days after the due date for that assessment will be ineligible for marking and will receive a mark of zero. The only exception to this rule is if a Special Consideration application has been approved for a period that goes beyond 14 days after the due date for that assessment.

## Extension procedure (up to 3 days)

In the case of illness, misadventure or other circumstances beyond your control, you may apply via email to the Course Convenor for an extension of up to 3 days. Requests must be submitted **prior to the due date** and will be considered on the grounds of illness or unforeseen events and circumstances with supporting documentation. Requests for an extension of greater than 3 days require a Special Consideration application (see below): <https://student.unsw.edu.au/special-consideration>

## Extension procedure (beyond 3 days): 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 longer than 3 days then you need to formally apply for Special Consideration through myUNSW. You must apply for Special Consideration **before the due date** for your assessment. All applications for Special Consideration must be supported by relevant documentation. Further information on Special Consideration can be found on: <https://student.unsw.edu.au/special-consideration>

UNSW has a Fit to Sit/Submit rule, which means that by sitting or submitting an assessment on the scheduled assessment date, a student is declaring that they are fit to do so and cannot later apply for Special Consideration.

## Problems completing timed online assessments

If you experience a technical or connection problem during an 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 immediately and advise them of the issue and take screenshots or error messages or other evidence of the technical issue. You will need to submit a Special Consideration application *immediately* at the conclusion of the assessment and upload your supporting documentation. Additional information can be found on: <https://student.unsw.edu.au/special-consideration>

## Feedback on assessment and review of results

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.

Students who believe the mark they've received for an assessment task doesn't reflect their performance should discuss their performance with their Course Convenor. Students should clearly outline the reasons for re-assessment in their communications. Students may also formally apply to have their results reviewed. An application, which includes a justification for the review must be submitted through The Nucleus (<https://student.unsw.edu.au/results>) within 5 days of receiving the result. A review of results may result in an increase or decrease in marks.

## Grading and marking

The School of Population Health grading system supports assigning students a mark or a grade. We have listed the grades and grade descriptors below. Please note these are used across all of our courses to judge the quality of your assessments for assigning you a grade. They describe the standard you have reached in addressing the particular requirements of an assignment or project. They provide a framework for reliable assessment and accountability, across courses. These grades and descriptors are set out below.

Grades are represented by the following symbols (and corresponding range of marks): **HD** (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

- HD** This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.
- DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)
- CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is

clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

- PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.
- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment or failed to address the most important aspects of the topic. In other words, a substantial failure, which would need major work before it could be passed.

**NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an investigation by your Program Director and may result in a penalty on your grades or a FL.**

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.

## Academic honesty and plagiarism

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 this principle of academic integrity. Plagiarism undermines academic integrity, is a form of academic misconduct, and is not tolerated at UNSW.



The following notes describe what plagiarism is and where you can obtain additional information about it. It is part of your responsibility as a UNSW student to ensure that you understand what plagiarism is, so that you avoid it in any of your assignments and other academic work.

## What is plagiarism?

Plagiarism is defined as **"using the words or ideas of others and passing them off as your own"**. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without proper acknowledgement. UNSW groups plagiarism into the following categories:

- **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source and using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement. This can also include combining cited and non-cited (copied) passages.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Presenting work as independent work when it has been produced in whole or part in collusion with other people. This includes students providing their submitted work to another student for the purpose of them plagiarising, stealing or acquiring another person's academic work and copying it, offering to complete another person's work, or seeking or receiving payment for completing academic work. This should not be confused with academic collaboration.
- **Contract cheating:** Contract cheating is also known as engaging in 'ghost-writing'. It is a form of collusion. When a student or researcher engages another person to complete work for them and then submits the work as their own. This includes circumstances where a student or researcher submits work they may have edited which was substantially the work of another person, or where a student or researcher prepares a draft that is substantially modified by another (beyond minor editing).
- **Inappropriate citation:** Citing sources which have not been read, not acknowledging the 'secondary' source from which knowledge of them has been obtained. This may include fabricating citations, or inaccurately citing sources which goes beyond typographical errors.

- **Self-plagiarism:** 'An author republishing their own previously submitted work and presenting it as new findings or work without referencing the earlier work, either in its entirety or partially. 'Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation. Where a student is repeating a course, they should seek permission from the course coordinator before re-submitting, in whole or part, the same piece of assessment.

## Where can I find more information?

UNSW categorises plagiarism into the following categories: 'Poor Scholarship', 'Minor Plagiarism', 'Moderate Plagiarism', 'Significant Plagiarism' and 'Serious Plagiarism'. In many cases, 'Poor Scholarship' and 'Minor Plagiarism' is the result of inexperience or poor academic skills, rather than the deliberate intention to deceive. However, the same penalties may apply for plagiarism related to inexperience in scholarly writing and referencing requirements. As postgraduate students, it is your responsibility to ensure all work submitted complies with the rules of student conduct and academic integrity. The University has adopted an educative approach to plagiarism and developed a range of resources to support students, which are outlined below.

### 1. UNSW's Plagiarism & Academic Integrity Website

This site aims to address three issues that often result in plagiarism: unfamiliarity with the concept of plagiarism; knowing how it occurs, and developing the necessary academic skills to avoid plagiarism. As a student, you will be able to use this collection of resources (worked examples, activities and links) to improve your all-round academic literacy and, consequently, reduce the possibilities for plagiarism. More information is available on the [UNSW Academic & Plagiarism Integrity](#) and the [UNSW Plagiarism Policy](#) website.

### 2. Addressing plagiarism and academic misconduct

Procedures are in place that are categorised as 'Poor Scholarship', 'Minor Plagiarism', 'Moderate Plagiarism', 'Significant Plagiarism', based on the extent and seriousness of the case. Allegations at these levels are addressed at the School level by your Program Directors, who are nominated School Student Integrity Advisers. If the allegation is substantiated, the student is placed on the UNSW Plagiarism Register and penalties may apply. Any 'Serious Plagiarism' case is considered serious student misconduct and is referred to the UNSW Conduct and Integrity Office for investigation and determination. For more information see the [School Plagiarism and Academic Integrity](#) webpage:

### 3. Student Academic and Career Success

The [Student Academic and Career Success](#) (SACS) academic skills support hub provides a range of programs and resources for students including website materials, workshops, individual tuition and online tutorials to aid students in:

- correct referencing and citation practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

#### 4. The Elise Study Skills tutorial

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will also help you understand plagiarism and how to avoid it. The [Elise Study Skills](#) tutorials is *highly recommended* to postgraduate students in their first term of study.

#### 5. UNSW Student Code

The [UNSW Student Code](#) provides a framework for the standard of conduct expected of UNSW students with respect to their academic integrity and behaviour. It outlines the primary obligations of students, and directs staff and students to the Code and related procedures.

## 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.

## Additional support to students

### Guidance for using UNSW Moodle

Guidance for using UNSW Moodle, can be found at:  
<https://student.unsw.edu.au/moodle-support>. If you still experience difficulties with UNSW Moodle please contact External TELT Support:  
Email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au), Tel: 02 9385 3331

### UNSW IT Service Desk

The IT Service Desk is your central point of contact for assistance and support with UniPass, zPass, UniMail, UniWide, UNSW student email and anti-virus software.

Website: <https://www.myit.unsw.edu.au/services/students>  
Tel: +61 (2) 9385 1333  
Email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au)  
Location: UNSW Library

## 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>

## Administrative contact details

If you have a question about this course please contact the course convenor(s) listed at the front of this Course Outline.

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

<https://unswinsight.microsoftcrmportals.com/SignIn?ReturnUrl=%2Fcreate-case%2F> or contact us on +61 (2) 9385 1699.

Requests related to Program Transfer, Credit Transfer, Advanced Standing, Cross Institutional Study Application can be submitted online at **UNSW Student Portal**

**Web Forms:** <http://unsw.to/webforms>

## Other matters

**Health & Safety:**

<https://safety.unsw.edu.au/staff-student-resources/students>

**Student complaints and appeals:**

<https://student.unsw.edu.au/complaints>

**Equitable Learning Services:**

The Equitable Learning Service is available to support students living with disabilities, long term medical conditions and/or mental health conditions, and students with carer responsibilities, to access educational supports. To receive educational adjustments for equitable learning support, you must first register with the Equitable Learning Service. Their advisors will then meet with you to create

your individualised support plan. See their website for details:

<https://student.unsw.edu.au/els>

**Mind Smart Guides:**

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. See website for details:

<https://student.unsw.edu.au/mindsmart>

## Course schedule

Date	Activity
Week 1 (starting 14 February)	Introductions on Moodle
Week 2 (starting 21 February)	
Week 3 (starting 28 February)	Career coaching session
Week 4 (starting 7 March)	Group check-in and discussion with course convener
Week 5 (starting 14 March)	1 on 1 check-in with course convener
Week 6 (starting 21 March)	
Week 7 (starting 28 March)	Career coaching session
Week 8 (starting 4 April)	1 on 1 check-in with course convener
Week 9 (starting 11 April)	
Week 10 (starting 18 April)	