PHCM9129
Prevention and Management of Chronic Disease
Summer Term, U1 2013
Coordinators

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Welcome

Welcome to the Prevention and Management of Chronic Disease in the community. With the rising burden of chronic illness, the prevention and management of chronic disease is a critical priority for health systems around the world.

This course will provide participants with an overview of prevention and management of chronic disease in community settings as it is delivered in Australia and overseas. It provides a framework for approaching the subject based on components of the Chronic Care Model developed by Wagner and others and promoted by the World Health Organization (WHO). There will also be opportunities for reflecting on how this operates in students’ own settings and countries.

You will also learn practical skills in analysing and evaluating approaches and services in a variety of settings, in making comparisons between them and identifying capacities and opportunities for change.

As adult learners you will be expected to read the materials and references and actively participate in discussion and presentations. In the three assignments you will be expected to reflect on what you have learnt and apply it to practical situations or health services.

Course convenors

Professor Mark Harris
Ph: 9385 8384 Fax: 9385 1513
Email: m.f.harris@unsw.edu.au

I am an Academic General Practitioner and Executive Director of the Centre for Primary Health Care and Equity. I have worked in primary health care services in Australia, Asia and the Pacific Islands. My current research is primarily on prevention and management of chronic disease. I have worked as consultant for the Australian Government and for WHO on Non Communicable Disease Prevention and Control in many countries. Please contact me via email.

Professor Nick Zwar
Ph: 9385 2515 Fax: 9313 6185
Email: n.zwar@unsw.edu.au

I am an Academic General Practitioner in the School of Public Health and Community Medicine and Director in the Centre for Primary Health Care and Equity. My current research is on prevention and management of chronic disease in particular tobacco cessation and management of chronic respiratory disease, cardiovascular disease, stroke and diabetes. I also am conducting research on advanced care planning in end of life care and e quality use of medicines. I have worked as consultant for the Australian and NSW Governments. It is best to contact me via email.

Associate Professor Rohan Jayasuriya
Ph: 0413195448 Fax: 02 9313 6185
Email: r.jayasuriya@unsw.edu.au

I am an Academic in the School of Public Health and Community Medicine. My current research on “Health systems responses to the NCD epidemic in Asia” covers studies from Policy Reform to Efficacy studies. They are broadly under two areas: - NCD prevention and management in Asian countries; and Policy responses in health care delivery for NCD in LMIC in Asia.
Course information

The course is one of the courses in the Primary Health Care Plan within the Masters of Public Health. For more information on this plan see:
It is also available as an elective for any students doing the MPH or MHSM.

Units of credit

This course is an elective course of the Master of Public Program, comprising 6 units of credit towards the total required for completion of the study program.

Course aim

The aim of this course is to enable you to understand the principles and practices of chronic disease prevention and management in the community. The course focuses on application in the Australian Health system but also considers applications in other settings.

Course outcomes

The outcomes for this course enable you to:

1. Describe the chronic care model and other theories underpinning our current approach to chronic disease prevention and management.
2. Analyse the impact and challenge of chronic disease within health care systems from the perspective of different stakeholders
3. Evaluate the effectiveness of health care programs and strategies to prevent and manage chronic disease
4. Appraise design innovations to address these issues and analyse translation of innovations into the health system

Learning and teaching rationale

Our educational approach in this course is actively to involve students in analysing and reflecting on how care is organised and delivered in the community. This is achieved by ensuring that there are plenty of opportunities for discussion and opportunities for students themselves to present their own experiences and thoughts in small group discussions and presentations. We encourage a critical approach, both to what is presented in classes and to comparisons of the performance of primary health in different countries and states.

The course provides opportunities to further develop your analytic and evaluative skills and to work on projects related to your own workplaces or experience. Students
are encouraged to relate what they have learnt to their own experience in the assignments and group discussions.

The course will also be related to active areas of research including our own research in the prevention and management and management of chronic illness. This will include opportunities for guest presentations by other researchers and academics as a stimulus for discussion.

**Teaching strategies**

The course includes elements of both practice and theory. The workshop will include a mixture of presentations followed by group work on specific issues confronting primary health care services. During the sessions you will be expected to participate in the discussions. There will also be some independent study of the course notes and readings for the assignments. There are three assignments where you are expected to reflect on what you have learnt and apply it to practical situations or health services.

**Online learning component using UNSW Blackboard**

UNSW Blackboard is a Learning Management System that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: [http://telt.unsw.edu.au/](http://telt.unsw.edu.au/)

The UNSW Blackboard component of this course provides:

1. Course notes with Web links to required readings and additional course information
2. A discussion facility for you to:
   a. Raise any questions regarding the course or assessment tasks. Unless questions are of a personal nature, please do not email me directly, but raise them using this facility. I will check UNSW Blackboard at least twice weekly and address any issues raised.
   b. share information with your classmates.
3. A specific section in which you are to submit assignments

**Guidance for using UNSW Blackboard**

Guidance for using UNSW Blackboard, including some basic tips, can be found at: [http://support.telt.unsw.edu.au/blackboard](http://support.telt.unsw.edu.au/blackboard)

If you are still experiencing difficulties with UNSW Blackboard, please contact the UNSW IT Service Desk for assistance.
Assessment

There are three components to the assessment:

1. Participation in the on-campus sessions, which is a requirement of the course but is not graded.
2. The first assignment, which is to critically review of a paper on chronic disease in the community = 30%.
3. The second assignment, which assesses the performance of an innovation in chronic disease prevention or management in the community = 40%.
4. The third assignment, which appraises a reform proposal for chronic disease prevention or management in Australia or overseas = 30%

Details of assessment requirements

Assignment 1: Critical review of a paper on the impact of chronic disease in the community

Assignment 1 due Monday 10th December 2012
Weighting: 30%

Task description

Prepare a review of approximately 750 words of one of the papers provided.

The review should:

1. provide a brief description of the main points in the paper;
2. critically evaluate the quality of the paper including its methods, findings and conclusions;
3. discuss the implications of the paper for the organisation and delivery of chronic disease prevention and management in the community.

Learning outcomes addressed

- To critically analyse the impact of chronic disease, its trends and causes.

Assessment criteria

The assignment will be assessed according the following criteria:

- description of the main point of the paper;
- critical analysis of the quality of research in the paper and conclusions drawn from it;
- analysis of its implications for the prevention and management of chronic disease;
Assignment 2: Critical review of an innovation in chronic disease prevention or management in the community.

Assignment 2 due Monday 21 January 2013
Weighting: 40%

Task description
Prepare a report of approximately 2,000 words which reviews an innovation in chronic disease prevention or management in one community setting (eg a region or country). In doing this you should draw upon the literature, published reports and any other information.

The report should:-
- provide a brief description of the particular innovation and the community and service in which it occurs.
- describe how it addresses one or more of the components of the chronic care model
- describe and critically evaluate its performance including whether it effectively reached its target groups.
  - What are the successes and problems?
  - What factors contribute to success or poor performance?
  - What are the implications for providers, consumers, and the rest of the health system?
  - What are the equity implications?
  - What opportunities are there for improvement?

Learning outcomes addressed
1. Evaluation of the effectiveness of health care programs and strategies to prevent and manage chronic disease
2. Design of innovations to address these issues and translation of innovations into the health system

Assessment criteria
The assignment will be assessed according the following criteria:
- description of the innovation and how it relates to the chronic illness model.
- critical analysis of its performance including comparison with other services or programs and the factors contributing to good or poor performance.
- identification of the extent to which the innovation addresses health equity.
- analysis of its implications for consumers, health workers and the health system.
- identification of opportunities and recommendations for change.
- overall quality of research and expression (communication of ideas).
Assignment 3

Prepare a critique of a policy relating to chronic disease prevention or management in Australia or overseas. (1000 Words)

Assignment 3 due Monday 4th February 2013
Weighting: 30%

This may be conducted as an individual or group.

Task description

1. Critique of a policy

The aim is to detail shortcomings of the current policy or policy options being implemented and therefore, illustrate both the need for change and focus of where change needs to occur.

It is important for the sake of credibility to recognize all opinions in the debate of the issue.

Your argument for change needs to be based on evidence (from the literature or from other reputable sources (eg WHO expert committee) and not on opinions.
An example would be: The implementation of the Polypill as a policy option for reducing NCD in a specific LMIC.

2. Sources consulted or recommended

Include a short bibliography of key references used

Learning outcomes addressed

- Translation of strategies for improving the prevention and management of chronic disease into policy

Assessment criteria

The assignment will be assessed according the following criteria:

- critical analysis of policy or policy options and their likely impacts.
- Use of evidence for your arguments.
- overall quality of research and expression (communication of ideas.)
Grading and marking

Grades to be used 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 automatic FL.
Submitting your assignments

All assignments must have a cover sheet attached. Cover sheets can be downloaded from the school website: [http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms](http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms)

Students submitting assignments in UNSW Blackboard should use the cover sheet available in UNSW Blackboard.

Make sure your name, course code, date and assignment title is on the front page of their assignment, but preferably in the header or footer so it appears on every page. Please ensure that student name, course code and assignment number is included in the file name.

Please note: any assignment submitted electronically may be checked at random for plagiarism using the tool, Turnitin. For more on how to avoid plagiarism, see section on plagiarism.

See School website for more information on guidelines on assessment, including information on extensions and late assignments: [http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines](http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines)

Return of assignments

Marked assignments submitted electronically will be sent back electronically by the lecturer, unless otherwise negotiated between academic and student.

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

- Faculty of Medicine [http://web.med.unsw.edu.au/infoskills/cite.htm](http://web.med.unsw.edu.au/infoskills/cite.htm)
- The Learning Centre [http://www.lc.unsw.edu.au/olib.html#Referencing](http://www.lc.unsw.edu.au/olib.html#Referencing)

Feedback on assessment

All students will be emailed or mailed feedback on their assignment.
Academic honesty and plagiarism

At UNSW plagiarism is a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is and where you can obtain additional information about it. It is part of your responsibility as a student of UNSW 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 using the words or ideas of others and presenting them 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, that is referencing.

The basic principles are that you should not attempt to pass off the work of another person as your own, and it should be possible for a reader to locate information and ideas you have used by going to the original source material. Acknowledgement should be sufficiently accurate to enable the source to be located quickly and easily. If you are unsure whether, or how, to acknowledge your source material, consult your lecturer or visit The Learning Centre.

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 or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another person’s ideas or words without credit.

- **Inappropriate paraphrasing**: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

- **Duplication**: submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

- **Collusion**: working with others but passing off the work as a person’s individual work. Collusion also includes providing your work to another student before an assignment is due, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other’s material and submitted it as their own – this is an example of collusion. Lecturers are alert to this practice. You should not work with any other student to answer assignment
questions and submit the same or very similar work as someone else unless it is a
group assignment. Also, is it not acceptable to submit an assignment which has been
submitted by a student in a previous year or submit an assignment which is
substantially similar to one you have submitted for another course.

*These categories are adapted from by Oxford Brookes University (UK) Plagiarism Information Skills, Oxford Brookes
University Library Skills Resource http://www.brookes.ac.uk/library/skill/plagiarism.html

Where can I find more information?

In many cases, plagiarism can be the result of inexperience or poor academic skills,
rather than the deliberate intention to deceive. The University has adopted an
educative approach to plagiarism and developed a range of resources to support
students, which are outlined below.

The University has also developed a clear set of procedures for managing serious
and repeat instances of plagiarism. These require a set of formal processes be
undertaken to investigate students’ academic standards. A range of penalties can be
applied by the University if a student is found to have plagiarised.

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 at: http://www.lc.unsw.edu.au/plagiarism. UNSW has
also produced a booklet to assist you with essential information for avoiding
plagiarism: https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

2. The Learning Centre

The Learning Centre provides a range of programs and resources for students
including website materials, workshops, individual tuition and online tutorials to aid
students in:

- correct referencing practices 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.

Individual assistance is available on request from The Learning Centre
(http://www.lc.unsw.edu.au/).

Students are also reminded that careful time management is an important part of
study and one of the identified causes of plagiarism is poor time management.
Students should allow sufficient time for research, drafting, and the proper
referencing of sources in preparing all assessment items.

3. 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 help you to search databases, identify good quality information and write
assignments. It will also help you understand plagiarism and how to avoid it.
The Elise Study Skills tutorial ([subjectguides.library.unsw.edu.au/elise](http://subjectguides.library.unsw.edu.au/elise)) is **highly recommended** to Postgraduate students in their first semester of study. On completion, students will be able to:

- Understand the need for citing information and be able to use appropriate referencing styles
- Conform with conventions and requirements relating to the access and use of information
- Understand and abide by copyright laws

4. Turnitin

Turnitin is an originality checking and plagiarism prevention tool that enables submitted written 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 (including library databases, text-book publishers, digital reference collections, subscription-based publications, homework helper sites and books) as selected by the course convenor.

Some courses may require all students in that course to submit their work into Turnitin when they submit their work. However, academics can also use it to check an individual student’s assignment when they are marking it. You can find out more about Turnitin here: [http://telt.unsw.edu.au/turnitin](http://telt.unsw.edu.au/turnitin).

**Addressing plagiarism and academic misconduct**

As a postgraduate student you need to be aware that any allegation of plagiarism needs to be investigated by the School and that if the allegation is proven, the student is placed on the [UNSW Student Plagiarism and Misconduct Register](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

Plagiarism varies in its extent and seriousness and procedures are in place that deal with plagiarism through education and referral to the Learning Centre to more formal reprimands and penalties depending on the seriousness of the plagiarism and previous history of the student. Penalties for students found guilty of repeated plagiarism can include a reduction in marks, failing a course, or for more serious matters, suspension or exclusion from the University.


**How to adopt a critical approach to your assignments**

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

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not absorb what you are reading in a passive way and that you do not accept without question what may often seem to be authoritative pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and, which you are presenting in assignments. It means that you 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 process.

Learning resources

Learning resources for this course consist of the following:

1. Lectures
2. Course notes
3. An online learning component

Course notes and readings

Course notes (including Readings) are available for purchase from the UNSW Bookshop. An electronic copy of the course notes with links to some Readings will also be available in the ‘Course Resource’ section in UNSW Blackboard.

A number of resources and references relevant to this course can be found at the Centre for Primary Health Care and Equity website www.cphce.unsw.edu.au

Suggested further reading

Some further readings include the following:


Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. 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 workshop (at the end of the workshop). I will also ask you to complete the CATEI form on-line at the end of the course.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at: https://www.it.unsw.edu.au/students/policies/index.html

UNSW IT Service Desk (UNSW Blackboard support)

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: http://www.it.unsw.edu.au/index.html
Tel: +61 (2) 9385 1333
Email: itservicecentre@unsw.edu.au
Location: UNSW Library
UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: [http://www.library.unsw.edu.au/](http://www.library.unsw.edu.au/)
Tel: 02 9385 2650
Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program such as: searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites, and citing references. These resources are designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. It is highly recommended that students complete the Online Information Skills Tutorial prior to commencing their studies and assignments. [http://eliseplus.library.unsw.edu.au/](http://eliseplus.library.unsw.edu.au/)

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/](http://subjectguides.library.unsw.edu.au/)


Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see [http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/WWWVLPH](http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/WWWVLPH)

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your zPass etc. at:

http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources

See the school website for information on school assessment guidelines, including extensions and late assignments:


If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download if from the web.


For any further assistance, you can contact:

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<thead>
<tr>
<th>Postgraduate Office</th>
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<tbody>
<tr>
<td>School of Public Health and Community Medicine</td>
</tr>
<tr>
<td>The University of New South Wales</td>
</tr>
<tr>
<td>Level 2, Samuels Building</td>
</tr>
<tr>
<td>UNSW Sydney NSW 2052, Australia</td>
</tr>
<tr>
<td>T: + 61 (2) 9385 1699 - Graduate Health Management Programs</td>
</tr>
<tr>
<td>T: + 61 (2) 9385 2507 - Graduate Public Health Programs</td>
</tr>
<tr>
<td>T: + 61 (2) 9385 1928 - Graduate International Public Health Programs</td>
</tr>
<tr>
<td>F: + 61 (2) 9385 1526</td>
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<tr>
<td>E: <a href="mailto:postgrad-sphcm@unsw.edu.au">postgrad-sphcm@unsw.edu.au</a></td>
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Other matters


Complaints procedures: https://my.unsw.edu.au/student/atoz/Complaints.html

Equity & Diversity: http://www.studentequity.unsw.edu.au/

Assessment due dates

Assignment 1 due Monday 10th December 2012
Critical review of a paper on chronic disease prevention or management
Choice of 2 papers

Assignment 2 due Monday 21 January 2013
Critical review of the performance of an innovation in chronic disease prevention or management in the community.
Submit outline – in three dot points – email by 10 December at latest
- Topic, setting, source of information
Assignment 3 due Monday 4th February 2013

Appraisal of reform proposals for chronic disease prevention or management in Australia or overseas:
Aim to prepare a policy brief.

Course schedule

Day 1: Thursday 15th November 2012

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<thead>
<tr>
<th>Time</th>
<th>Topics</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>9-10.30</td>
<td>Introduction to course, Chronic Disease Model and application in</td>
<td>M Harris</td>
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<tr>
<td></td>
<td>community and primary health care Student Experience</td>
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<tr>
<td>11-11.30</td>
<td>Break</td>
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<tr>
<td>11.30-1</td>
<td>Chronic disease globally - burden + policies and programs</td>
<td>Rohan Jayasuriya</td>
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<td>Chronic disease in Australia – burden + policies and programs</td>
<td>M Harris</td>
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<tr>
<td>1-2</td>
<td>Lunch</td>
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<td>2-3.30</td>
<td>Case discussion: Applying CCM and ABCD to Diabetes prevention and</td>
<td>N Zwar</td>
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<td>3.30-4</td>
<td>Break</td>
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<td>4-5</td>
<td>Course outline and assignments - Assignment 3 Group formation – group</td>
<td>M Harris/Rohan Jayasuriya/</td>
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<td></td>
<td>discussion to select a topic Policy options brief format explained.</td>
<td>Nick Zwar</td>
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Day 2: Friday 16th November 2012

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<tr>
<th>Time</th>
<th>Topics</th>
<th>Presenters</th>
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<tr>
<td>9-9.30</td>
<td>Review of previous day Application to students own experience</td>
<td>M Harris</td>
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<tr>
<td>9.30-10.30</td>
<td>Prevention of chronic disease in health care services and programs</td>
<td>M Harris/Jane Llloyd</td>
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<tr>
<td></td>
<td>- principles 5As, risk assessment, motivational interviewing,</td>
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<td></td>
<td>ecological model, health literacy</td>
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<tr>
<td>10.30-11</td>
<td>Break</td>
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<tr>
<td>11-12</td>
<td>Multi Morbidity – chronic disease and mental health</td>
<td>Mark Harris</td>
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<tr>
<td>12-1</td>
<td>Self management support / Health Literacy</td>
<td>Sarah Dennis</td>
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<tr>
<td>1-2</td>
<td>Lunch</td>
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<td>2-3.30</td>
<td>Application of chronic disease model to prevention and control in</td>
<td>Rohan Jayasuriya</td>
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<td></td>
<td>Less Developed Countries</td>
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<td>3.30-4</td>
<td>Break</td>
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<tr>
<td>4-5</td>
<td>Multidisciplinary Teamwork – practice nurses – COPD/Asthma</td>
<td>N Zwar</td>
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# Day 3: Monday 19th November 2012

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<tr>
<td>9-9.30</td>
<td>Review of previous day Application to students own experience</td>
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<td>9.30-10.30</td>
<td>Health care organisation, funding, enrolment, and integration with hospitals.</td>
<td>Gawaine Powell Davies</td>
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<tr>
<td>11-12</td>
<td>Case study: Chronic disease in minority and indigenous populations</td>
<td>Teng Liaw G</td>
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<td>Information systems for chronic disease</td>
<td>Rohan Jayasuriya and Teng Liaw</td>
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<tr>
<td>2-3.00</td>
<td>Case study Obesity prevention and management</td>
<td>Elizabeth Denney Wilson</td>
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<td>3.00-3.30</td>
<td>Break</td>
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<td>3.30-5</td>
<td>Review of course, online, assignments</td>
<td>M Harris N Zwar R Jayasuriya</td>
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