



# HAGE20005 Health Promotion for Healthy Ageing

## Term 1 - 2018

Profile information current as at 05/05/2024 06:38 pm

All details in this unit profile for HAGE20005 have been officially approved by CQU University 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

This unit will advance your knowledge of health promotion related to the enhancement of healthy ageing outcomes. You will gain a greater understanding of the theories of health promotion and their influence on contemporary policy and practice. You will critically appraise existing health promotion strategies to assess their adequacy to empower and enhance well-being in older people. Evidence-based research will be applied to judge the suitability of public health interventions and social marketing to influence and maximise quality of life. You will formulate recommendations to improve health promotion theories, strategies and interventions.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

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 1 - 2018

- Distance

### 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. **Written Assessment**

Weighting: 50%

#### 2. **Written Assessment**

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](#).

## Unit Learning Outcomes

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

1. Evaluate the relevance of health promotion theory to healthy ageing
2. Evaluate the suitability of a current health promotion strategy to meet the needs of older people using evidence-based research
3. Assess a current health promotion campaign related to healthy ageing and devise a health promotion plan to optimise well-being in older people.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 50%	•		
2 - Written Assessment - 50%		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 50%	○	○	○	○	○		○	
2 - Written Assessment - 50%	○	○	○	○	○			

## 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)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Anne-Marie Holt** Unit Coordinator  
[a.holt2@cqu.edu.au](mailto:a.holt2@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Welcome to HAGE 20005!</b>		Refer to Moodle site. Read introductory information. Review Assessment requirements. Begin planning for Assessment 1.

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1 - Introduction to Health Promotion</b>		Refer to Moodle site. Begin Module 1 activities. Begin planning for Assessment 1.

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1 - Introduction to Health Promotion</b>		Refer to Moodle site. Begin Module 1 activities. Begin preparing for Assessment 1.

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1 - Introduction to Health Promotion</b>		Refer to Moodle site. Continue Module 1 activities. Continue working on Assessment 1.

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 2 - Health Promotion and Older populations**

Refer to Moodle site. Begin Module 2 activities.  
Finalise Assessment 1.

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Take a well earned break!		Take a well earned break!

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Health Promotion and Older populations		Refer to Moodle site. Continue Module 2 activities. <b>Week 6 - Assessment 1 due!</b>  <b>Written Report: (A) Health Education and Healthy Ageing</b> Due: Week 6 Friday (20 Apr 2018) 11:45 pm AEST

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Health Promotion and Older populations		Refer to Moodle site. Continue Module 2 activities.

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Healthy Ageing Policy and Health Promotion		Refer to Moodle site. Begin Module 3 activities. Begin preparing for Assessment 2.

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Healthy Ageing Policy and Health Promotion		Refer to Moodle site. Continue Module 3 activities. Begin preparing for Assessment 2.

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Healthy Ageing Policy and Health Promotion		Refer to Moodle site. Continue Module 3 activities. Continue preparing for Assessment 2.

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Health Promotion and Ageing in the context of Professional Practice		Refer to Moodle site. Begin Module 4 activities. Finalise Assessment 2.

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Module 4 - Health Promotion and Ageing in the context of Professional Practice		Refer to Moodle site. Continue Module 4 activities. <b>Week 12 - Assessment 2 due!</b>  <b>Written Report (B) Healthy Ageing Policy</b> Due: Week 12 Friday (1 June 2018) 5:00 pm AEST
Review and Consolidation		

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Written Report: (A) Health Education and Healthy Ageing

#### Assessment Type

Written Assessment

#### Task Description

*Health Promotion focuses on preventing disease and ill-health, promoting health and wellbeing and prolonging life. It overwhelmingly has direct implications on quality of life and life expectancy. There are many opportunities for health promotion practice that target older people in many different settings and places.*

*Three key areas: (1) physical activity; (2) nutrition; along with (3) mental health and wellbeing have an overwhelming impact on how well people age, and are the 'cornerstone' to preventing, promoting and prolonging a high quality of life as a person ages.*

#### Assessment 1: Written Report (A) Health Education and Healthy Ageing

##### For this assessment you are required to:

1.0 Choose an area of focus: Physical Activity, Nutrition or Mental Health and Wellbeing

2.0 Describe the health effects of the 'area of focus' in terms of risk factor reduction and as a protective factor in preventing premature mortality and morbidity in older people. Be sure to address how it improves health outcomes at a population -level too.

3.0 Primary Prevention - Choose a community-based health promotion program that targets older people. In this section you should describe **ONE** program based on your area of focus (physical activity, nutrition or mental health and wellbeing) that has been used to prevent a health issue in older people. It must be based on a 'health education' approach that aims to improve the health and wellbeing of older people. Find a specific program that has been implemented and evaluated (i.e. has been tested to see if it has been successful in some way). You may use government or organisational websites for this section. Describe the features of the program and what impact it has on the health of older people in terms of reducing premature mortality and morbidity.

4.0 Select ONE of the 'Action Areas' from the Ottawa Charter (WHO 1986) that aligns itself with your program to discuss (i.e. is it developing 'personal skills' and how?)

5.0 Conclude by reiterating why this health issue in older people needs action, in terms of population ageing and health promotion 'action'.

#### Assessment Due Date

Week 6 Friday (20 Apr 2018) 11:45 pm AEST

Online submission via Turnitin and Moodle

#### Return Date to Students

Week 8 Friday (4 May 2018)

via Moodle

#### Weighting

50%

#### Assessment Criteria

High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (<50%)
<b>Structure (20%) Introduction (5%)</b>				
Highly appropriate and relevant to content. Provides a very clear sense of what follows	Appropriate and relevant to content. Provides a very clear sense of what follows	Largely appropriate and relevant to content. Provides a very clear sense of what follows	Somewhat appropriate and relevant to content. Provides a very clear sense of what follows	Not evident and/or not appropriate
<b>Conclusion (5%)</b>				
Provides very strong sense of closure and highly appropriate	Provides sound sense of closure and appropriate	Provides sense of closure and largely appropriate	Somewhat sense of closure and somewhat appropriate	No recognizable conclusion or conclusion is inappropriate
<b>Presentation (5%)</b>				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear cohesive style	Well presented. Minimal spelling or grammatical errors. Well proof read. Written in a clear and easy to read style	Well presented. Some spelling or grammatical errors. Well proof read. Written in an easy to read style	Poorly presented with many spelling and/or grammatical errors. Lack of attention to detail	Many presentation errors
<b>Referencing (5%)</b>				

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations Accurate APA referencing – no errors	Generally, integrates up-to-date references to support and reflect all ideas, factual information and quotations with 1 or 2 exceptions Accurate APA referencing – one error	Partly integrates up-to-date references to support and reflect all ideas, factual information and quotations with 3 or 4 exceptions Accurate APA referencing – two errors	Occasionally integrates up-to-date references to support and reflect all ideas, factual information and quotations with 5 or 6 exceptions Accurate APA referencing – more than two errors	Fails to (> 7 errors) or infrequent attempts to integrate up-to-date references to support and reflect all ideas, factual information and quotations Accurate APA referencing – more than two errors
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#### Overview of health issue and determinants in ageing (20%)

Demonstrates an excellent understanding of the health issue, its determinants in ageing and area of focus. Provides relevant, clear, detailed information	Demonstrates a good understanding of the health issue and its determinants in ageing and area of focus. Provides relevant, clear, detailed information	Demonstrates some understanding of the health issue and its determinants in ageing and area of focus. Provides mostly relevant information	Demonstrates a limited understanding of the health issue and its determinants in ageing an area of focus. Provides few or only general details	Unable to demonstrate an understanding of health issue, its determinants and area of focus
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#### Rationale for health issue, area of focus and risk factor reduction (30%)

Justifies reasons/rationale effectively and with insight	Justifies reasons/rationale effectively	Justifies reasons/rationale adequately	Attempts to justify reasons/rationale	Unable to provide or justify reasons/rationale
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#### Primary Prevention- Health Education (30%)

Describes the program clearly. Closely considers the relevance to older populations/people and health determinants. Correctly identifies and justifies relevance to health education principles	Describes the program clearly. Considers the relevance to older populations/people and health determinants. Correctly identifies and justifies relevance to health education principles	Describes the program clearly. Considers the relevance to older populations/people and health determinants. Correctly identifies and justifies relevance to health education principles	Describes the program clearly in most cases. Briefly mentions the relevance to older populations/people and health determinants. Correctly identifies and justifies relevance to health education principles	Attempts to describes the program but remains unclear. Demonstrates very little relevance to older populations/people and health determinants.
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### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

via Turnitin and Moodle

### Learning Outcomes Assessed

- Evaluate the relevance of health promotion theory to healthy ageing

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Leadership

## 2 Written Report (B) Healthy Ageing Policy

### Assessment Type

Written Assessment

### Task Description

#### For this assessment you are required to:

- 1.0 Choose ONE of the social determinants of health (SDOH) that is directly related to the health of older people.
  - 2.0 Choose a specific health issue directly related to ageing. You may decide to focus on older Indigenous Australians or older non-Indigenous Australians as your target population.
  - 3.0 Describe **ONE** policy/law that could be used to prevent this health issue from occurring in older people. Critically evaluate how this policy/law improves the health and wellbeing of older people. Describe the features of the policy/law that have influence on risk factor reduction.
  - 4.0 Establish the link between the SDoH you have selected, and its implication on the policy/law you have chosen and population ageing.
- 1.0 Conclude by reiterating why this health issue in older people needs action, in terms of population ageing and health promotion 'action'.

### Assessment Due Date

Week 12 Friday (1 June 2018) 5:00 pm AEST

Online Submission via Turnitin and Moodle

### Return Date to Students

Exam Week Friday (15 June 2018)

via Moodle

## Weighting

50%

### Assessment Criteria

High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (<50%)
<b>Structure (20%) Introduction (5%)</b>				
Highly appropriate and relevant to content. Provides a very clear sense of what follows	Appropriate and relevant to content. Provides a very clear sense of what follows	Largely appropriate and relevant to content. Provides a very clear sense of what follows	Somewhat appropriate and relevant to content. Provides a clear sense of what follows	Not evident and/or not appropriate
<b>Conclusion (5%)</b>				
Provides very strong sense of closure and highly appropriate	Provides sound sense of closure and appropriate	Provides sense of closure and largely appropriate	Somewhat sense of closure and somewhat appropriate	No recognizable conclusion or conclusion is inappropriate
<b>Presentation (5%)</b>				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear cohesive style	Well presented. Minimal spelling or grammatical errors. Well proof read. Written in a clear and easy to read style	Well presented. Some spelling or grammatical errors. Well proof read. Written in an easy to read style	Poorly presented with many spelling and grammatical errors. Lack of attention to detail	Many presentation errors
<b>Referencing (5%)</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations Accurate APA referencing - no errors	Generally, integrates up-to-date references to support and reflect all ideas, factual information and quotations with 1 or 2 exceptions Accurate APA referencing - one error	Partly integrates up-to-date references to support and reflect all ideas, factual information and quotations with 3 or 4 exceptions Accurate APA referencing - two errors	Occasionally integrates up-to-date references to support and reflect all ideas, factual information and quotations with 5 or 6 exceptions Accurate APA referencing - more than two errors	Fails to (> 7 errors) or infrequent attempts to integrate up-to-date references to support and reflect all ideas, factual information and quotations Accurate APA referencing - more than two errors
<b>Overview of social determinants of health in ageing (40%)</b>				
Demonstrates an excellent understanding of the SDoH in ageing and its impact on health of older people. Provides relevant, clear, detailed information	Demonstrates a good understanding of the SDoH in ageing and its impact on health of older people. Provides relevant, clear, detailed information	Demonstrates some understanding SDoH in ageing and its impact on health of older people. Provides mostly relevant information	Demonstrates a limited understanding of the SDoH in ageing and its impact on health of older people. Provides few or only general details	Unable to demonstrate an understanding of the SDoH in ageing and its impact on health of older people.
<b>Primary Prevention- Health Policy/Law (40%)</b>				
Describes the policy/law clearly. Closely considers the relevance to older populations/people and health outcomes. Provides an excellent understanding of the link between policy/law, SDoH, risk factor reduction and population ageing	Describes the policy/law clearly. Considers the relevance to older populations/people and health outcomes. Provides a very good understanding of the link between policy/law, SDoH, risk factor reduction and population ageing	Describes the policy/law clearly. Considers the relevance to older populations/people and health outcomes. Provides a fair understanding of the link between policy/law, SDoH, risk factor reduction and population ageing	Describes the policy/law clearly in most cases. Briefly mentions the relevance to older populations/people and health outcomes. Demonstrates minimal understanding of the link between policy/law, SDoH, risk factor reduction and population ageing	Attempts to describes the policy/law but remains unclear. Demonstrates very little relevance to older populations/people and health outcomes.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Evaluate the suitability of a current health promotion strategy to meet the needs of older people using evidence-based research
- Assess a current health promotion campaign related to healthy ageing and devise a health promotion plan to optimise well-being in older people.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management



## 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