



HAGE20005 Health Promotion for Healthy Ageing

Term 1 - 2019

Profile information current as at 30/04/2024 12:49 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 - 2019

- Distance
- Online

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from DDLT and Dean SNMSS

Feedback

Due to no enrolments, this unit is currently under review for sustainability. The current curriculum and learning content will be modified to aid the development of the new undergraduate program in Healthy Ageing for the Bachelor of Social Work (Honours).

Recommendation

The course and unit are currently under review for sustainability.

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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---	--	--	--	--	--

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

Schedule

Week 1 - 11 Mar 2019

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

Week 2 - 18 Mar 2019

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

Week 3 - 25 Mar 2019

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

Week 4 - 01 Apr 2019

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

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Module 2 - Health Promotion and Older populations

Refer to Moodle site. Begin Module 2 activities.
Submit Assessment 1
Week 5: Assessment 1 due on Friday 12 April 2019 at 5.00pm (AEST)

Written Report (A) Health Education and Healthy Ageing
Due: Week 5 Friday (12 Apr 2019) 5:00 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your well deserved break!		

Week 6 - 22 Apr 2019

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

Week 7 - 29 Apr 2019

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

Week 8 - 06 May 2019

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 - 13 May 2019

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 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Healthy Ageing Policy and Health Promotion		Module 3 - Healthy Ageing Policy and Health Promotion

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Health Promotion and Ageing in the context of Professional Practic		Refer to Moodle site. Begin Module 4 activities. Submit Assessment 1 Week 11: Assessment 1 due on Friday 31 May 2019 at 5.00pm (AEST) Written Report (B) - Healthy Ageing Policy Due: Week 11 Friday (31 May 2019) 5:00 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Module 4 - Health Promotion and Ageing in the context of Professional Practice Review and Consolidation		Refer to Moodle site. Continue Module 4 activities.

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

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.

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'.

This assessment relates to learning outcomes 1, 2 and 3 in the unit profile.

Word Count: 2000 (+/- 10% excluding references)

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Due date: Week 5 (Friday 12.04.19 - 5.00pm AEST)

Total percentage - 50% of overall mark

Assessment Due Date

Week 5 Friday (12 Apr 2019) 5:00 pm AEST

via Turnitin on Moodle site

Return Date to Students

Week 6 Friday (26 Apr 2019)

via Moodle site

Weighting

50%

Assessment Criteria

Please refer to Moodle site for Assessment Rubric

Referencing Style

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

Submission

Online

Submission Instructions

via Turnitin on Moodle site

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

This assessment relates to learning outcome 4 in the unit profile.

Word count: 2000 (+/- 10% excluding references)

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Due date: Week 11 (31.05.19 -5.00pm AEST)

Total percentage - 50% of overall mark

Assessment Due Date

Week 11 Friday (31 May 2019) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students

Review/Exam Week Friday (14 June 2019)
via Moodle site

Weighting

50%

Assessment Criteria

Please refer to Moodle site for Assessment Rubric

Referencing Style

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

Submission

Online

Submission Instructions

via Turnitin on Moodle site

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