HAGE20005 *Health Promotion for Healthy Ageing*
Term 1 - 2020

Profile information current as at 12/10/2024 06:57 pm

All details in this unit profile for HAGE20005 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
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 - 2020

- 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 Unit Coordinator

Feedback

As stated previously this unit will not be taking new admissions. The current learning content will be reviewed, modified and integrated into units with the new Master of Gerontology course.

Recommendation

Integration of the learning materials and content from this unit for the Master of Gerontology course will occur with reflection on components that are specifically aligned with the overall learning outcomes of the Gerontology course.

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

Sue Hunt Unit Coordinator
s.hunt@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. Health promotion theory and healthy ageing.	Selected readings and course materials.	Refer to Moodle site. Read introductory information. Review Assessment requirements. Begin planning for Assessment 1.

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. Health promotion theory and healthy ageing.	Selected readings and course materials.	Tutorial.

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. Health promotion theory and healthy ageing.	Selected readings and course materials.	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. Health promotion theory and healthy ageing.	Selected readings and course materials.	Tutorial.

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. The suitability of current health promotion strategies to meet the needs of older people using evidence-based research.	Selected readings and course materials.	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. The suitability of current health promotion strategies to meet the needs of older people using evidence-based research.	Selected readings and course materials.	Tutorial.

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. The suitability of current health promotion strategies to meet the needs of older people using evidence-based research.	Selected readings and course materials.	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. The suitability of current health promotion strategies to meet the needs of older people using evidence-based research.	Selected readings and course materials.	Tutorial. **Critical analysis** Due: Week 8 Friday (8 May 2020) 5:00 pm AEST

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. Health promotion campaigns and plans related to healthy ageing.	Selected readings and course materials.	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. Health promotion campaigns and plans related to healthy ageing.	Selected readings and course materials.	Tutorial.

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. Health promotion campaigns and plans related to healthy ageing.	Selected readings and course materials.	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. Health promotion campaigns and plans related to healthy ageing.	Selected readings and course materials.	Tutorial. **Health promotion evaluation and plan** Due: Week 12 Friday (5 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Critical analysis

Assessment Type
Written Assessment

Task Description
This task asks you to select a health promotion theory or model and evaluate its ability to meet the needs of older people and promote healthy ageing. To do so you will need to apply your knowledge of models relating to healthy ageing, determinants of health, and the perspectives of older people.

You are writing an analysis of the capacity of a health promotion theory or model to facilitate healthy ageing outcomes.

Preparation
1. Select a health promotion theory or model. You are encouraged to discuss your selection and approach to this task with your lecturer.

2. Search for and select quality literature that provides evidence-based information on determinants of health in older age and health promotion for older people. You may also like to search for research on the lay perspective, that is, research on what older people consider important in terms of their own health and well-being. You will use this literature to inform the content of your essay.

Writing
3. Write an introductory paragraph that provides a 'map' of your essay. Begin with a general statement to introduce the topic and purpose of the essay, followed by an outline of the main arguments. This is done to orient and provide signposts to your reader about the contents of the essay.

4. Provide an overview of the health promotion model or theory you selected and explain why you chose it.

5. Critically analyse the efficacy of the health promotion model or theory to promote healthy ageing and meet the needs of older people.

6. Describe how the model or theory does or does not have implications for individuals, practitioners, policy makers and society in general. If any limitations are identified, explain their impact and generate recommended modifications to improve the applicability of the model to achieving healthy ageing outcomes.

7. Write a concluding paragraph that summarises your key arguments and draws your essay together to a logical close.

Requirements
• Include a cover page providing your name, the name and code of the unit, and the title of the assessment.
• Use size 12 Times New Roman or Arial font with 1.5 line spacing and 2.54cm page margins.
• Include page numbers, name and student number on each page in a footer.
• Use American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
• The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Resources
• You can use unit provided materials and other credible sources (journal articles, books) to reference your argument. The quality and credibility of your sources are important.
• We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
• For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
• You are strongly encouraged to submit a draft before the due date to review your Turnitin report before making a final submission.

Submission
Please submit your assessment via Moodle in Microsoft Word format only. Do not submit in PDF or any other format.

Assessment Due Date
Week 8 Friday (8 May 2020) 5:00 pm AEST

Return Date to Students
Week 10 Monday (18 May 2020)

All assessment tasks will be returned with individualised feedback within 2 weeks of the submission date.

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
Introduction 5%				
Highly appropriate and relevant to content. Provides a very clear sense of what follows in terms of the direction of the paper.	Appropriate and relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Mostly appropriate and relevant to content. Provides a sense of what follows in terms of the direction of the paper.	Somewhat appropriate and relevant to content. Provides some sense of what follows in terms of the direction of the paper.	Not evident and/or not appropriate.
Conclusion 5%				
Provides a very strong sense of closure and highly appropriate.	Provides a sound sense of closure and appropriate.	Provides a sense of closure and largely appropriate.	Somewhat provides a sense of closure and somewhat appropriate.	No recognisable conclusion or conclusion is inappropriate.
Presentation 5%				
Very well presented. No spelling or grammatical errors. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of a lack of attention to presentation.	Many presentation errors.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.
Accurate APA referencing in text and bibliography. No errors.	Accurate APA referencing. One error.	Accurate APA referencing. Two errors.	Accurate APA referencing. Three errors.	More than three errors.
Critical analysis of health promotion theory or model 40%				
High level of analysis reflected in a clear cohesive argument.	High level of analysis reflected in a mostly clear cohesive argument.	Some analysis reflected in a somewhat clear and cohesive argument.	Some analysis apparent. Argument may be a little disjointed.	Minimal analysis or lack of analysis.
Application of healthy ageing research, theory and/or models 20%				
Expert application and used well to enhance discussion.	Appropriate application and used well to enhance discussion.	Appropriate application and used to enhance discussion.	Appropriate application and somewhat used to enhance discussion.	No application and/or not used well to enhance discussion.
Solution generation 20%				
Recommendations thoroughly and realistically improve applicability to achieving healthy ageing outcomes.	Recommendations realistically improve applicability to achieving healthy ageing outcomes.	Recommendations improve applicability to achieving healthy ageing outcomes.	Recommendations somewhat improve applicability to achieving healthy ageing outcomes.	Recommendations do not improve applicability.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Your submission must be uploaded as a single Microsoft Word file (doc or docx format) to the unit Moodle site.

assessmentOutcome

- Evaluate the relevance of health promotion theory to healthy ageing

assessmentGradAttribute

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

2 Health promotion evaluation and plan

Assessment Type
Written Assessment

Task Description
This task asks you to select a public health intervention, campaign or strategy that was intended to facilitate healthy ageing. The intervention, campaign or strategy can be relevant on a local, state or national level. The intervention, campaign or strategy does not necessarily need to have been released by the Australian Government. If looking at an Australian intervention, campaign or strategy you may wish to consider it’s applicability to meet the needs of older Aboriginal or Torres Strait Islander people, people from rural, remote and regional areas, and those from culturally and linguistically diverse backgrounds.

This task asks you to evaluate your selected intervention, campaign or strategy against a health promotion model. An additional requirement is to provide solutions for any perceived shortcomings in the form of a health promotion plan. To complete this task you will need to demonstrate an understanding of health promotion theory, practice and its relevance to older people.

The purpose of this task is to develop your skills in assessing the suitability of public health approaches to account for the diverse needs of an ageing population.

The Task
You are writing an essay that requires you to evaluate a public health intervention, campaign or strategy. You will also produce an accompanying health promotion plan.

Preparation
1. Select a public health intervention, campaign or strategy that was intended to facilitate healthy ageing. You are encouraged to discuss your selection and planned approach to the task with your lecturer.

2. Select a health promotion model.

3. Search for and select quality literature that provides evidence-based information on the efficacy of your selected public health approach, as well as appropriate health promotion for the ageing population. You will use this literature to inform the content of your essay.

Writing
4. Write an introductory paragraph that provides a ‘map’ of your essay. Begin with a general statement to introduce the topic and purpose of the essay, followed by an outline of the main arguments. This is done to orient and provide signposts to your reader about the contents of the essay.

5. Provide an overview of the intervention, campaign or strategy you selected and explain why you chose it.

6. Provide an overview of the health promotion model or theory you selected and explain why you chose it.

7. Critically analyse your selected intervention, campaign or strategy against the health promotion model.

8. If you identify any limitations of your selected intervention, campaign or strategy, explain their possible impact.

9. Develop a health promotion plan to address any limitations and/or improve the outcomes for older people of your selected intervention, campaign or strategy. A template will be provided to you as a guide.

10. Write a concluding paragraph that summarises your key arguments and draws your essay together to a logical close.

Requirements
• Include a cover page providing your name, the name and code of the unit, and the title of the assessment.
• Use size 12 Times New Roman or Arial font with 1.5 line spacing and 2.54cm page margins.
• Include page numbers, name and student number on each page in a footer.
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Resources
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• For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
• You are strongly encouraged to submit a draft before the due date to review your Turnitin report before making a final submission.

Submission
Please submit your assessment via Moodle in Microsoft Word format only. Do not submit in PDF or any other format.

Assessment Due Date
Week 12 Friday (5 June 2020) 5:00 pm AEST

Return Date to Students
Exam Week Monday (15 June 2020)

All assessment tasks will be returned with individualised feedback within 2 weeks of the submission date.

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
Introduction 5%				
Highly appropriate and relevant to content. Provides a very clear sense of what follows in terms of the direction of the paper.	Appropriate and relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Mostly appropriate and relevant to content. Provides a sense of what follows in terms of the direction of the paper.	Somewhat appropriate and relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
Conclusion 5%				
Provides a very strong sense of closure and highly appropriate.	Provides a sound sense of closure and appropriate.	Provides a sense of closure and largely appropriate.	Somewhat provides a sense of closure and somewhat appropriate.	No recognisable conclusion or conclusion is inappropriate.
Presentation 5%				
Very well presented. No spelling or grammatical errors. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of lack of attention to presentation.	Many presentation errors.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.
Accurate APA referencing in text and bibliography. No errors.	Accurate APA referencing in text and bibliography. One error.	Accurate APA referencing in text and bibliography. Two errors.	Accurate APA referencing in text and bibliography. Three errors.	More than three errors.
Critical analysis of public health intervention, campaign or strategy 40%				
High level of analysis reflected in a clear cohesive argument.	High level of analysis reflected in a mostly clear cohesive argument.	Some analysis reflected in a somewhat clear and cohesive argument.	Some analysis apparent. Argument may be a little disjointed.	Minimal analysis or lack of analysis.
Application of health promotion model 20%				
Appropriate application of health promotion model used well to enhance discussion.	Appropriate application of health promotion model used to enhance discussion.	Appropriate application health promotion model in discussion.	Appropriate application and evaluation of health promotion model somewhat used in discussion.	Appropriate application of health promotion model not provided and/or not used in discussion.
Health promotion plan 20%				
Appropriate strategies to improve intervention, campaign or strategy outcomes provided and used well to enhance discussion.	Appropriate strategies to improve intervention, campaign or strategy outcomes provided and used to enhance discussion.	Appropriate strategies to improve intervention, campaign or strategy outcomes provided and used in discussion.	Appropriate strategies to improve intervention, campaign or strategy outcomes provided and somewhat used in discussion.	Appropriate strategies to improve intervention, campaign or strategy outcomes not provided and/or not used in discussion.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Your submission must be uploaded as a single Microsoft Word file (doc or docx format) to the unit Moodle site.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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