



HAGE20005 Health Promotion for Healthy Ageing

Term 1 - 2021

Profile information current as at 06/05/2024 01:34 am

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 - 2021

- 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](#).

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
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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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Susan De Vries Unit Coordinator
s.devries@cqu.edu.au

Ainslie Monson Unit Coordinator
a.monson@cqu.edu.au

Jen Mulvogue Unit Coordinator
j.mulvogue@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. What is Health Promotion Theory	Selected readings and course materials.	Refer to Moodle site. Read introductory information. Listen to the Welcome video. Review Assessment requirements. Begin planning for Assessment 1

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Selected readings and course materials.	Zoom - question and answer session. Assessment one information.

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Introduction to Health Promotion Theories	Selected readings and course materials.	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Selected readings and course materials.	Zoom - question and answer session. Assessment one information.

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. Introduction to Health Promotion Models	Selected readings and course materials.	You can provide a draft of your assessment for review prior to submitting assessment one. The Unit Coordinator will provide informal feedback on the first page of your draft. Please email your draft to the Unit Coordinator a.monson@cqu.edu.au by the 9th of April, 5 pm, 2021.

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your break week		

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Selected readings and course materials.	Zoom - question and answer session. Assessment one information.

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 4. Health Promotion - linking Theory and Strategy	Selected readings and course materials.	Assessment 1 due this week April 28th at 5 pm AEST. Critical analysis Due: Week 7 Wednesday (28 Apr 2021) 5:00 pm AEST

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Selected readings and course materials.	Zoom - question and answer session. Assessment two information.

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 5. Health Promotion Interventions	Selected readings and course materials.	Zoom - question and answer session. Assessment two information.

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Selected readings and course materials.	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 6. Health Promotion in the workplace	Selected readings and course materials.	Assessment 2 due this week. Wednesday 26th, 5 pm AEST. Health promotion evaluation and plan Due: Week 11 Wednesday (26 May 2021) 5:00 pm AEST

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Selected readings and course materials.	Zoom, summary, and evaluation.

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Critical analysis

Assessment Type

Written Assessment

Task Description

Learning Outcomes Assessed

- Evaluate the relevance of health promotion theory to healthy ageing

Aim

The aim of this assessment is to prepare you to analyse, critique, and manage a wide range of situations in your practice where you can make an impact to promote healthy ageing.

Instructions

You are writing an analysis of a health promotion theory, which includes a critical evaluation of the relevance of the theory to healthy ageing.

Please follow the steps below to complete the assessment task:

- Choose a health promotion theory that is relevant to your clinical setting or area of interest.
- Discuss this theory, providing background information and related evidence to justify the selection.
- Critically evaluate this theory and its implementation related to its ability to meet the needs of older people, using evidence-based research.

The following is a suggested structure for your essay:

Introduction (200 words) – Introduce your topic. The introduction outlines the key points of your essay. It will inform the reader what you are writing about - why you are writing about it and how you will discuss this topic.

The main body of the essay (1600 words)

Identify and explain the health promotion theory selected.

Justify the selection of the theory and how this relates to the care of the older person in your clinical setting or area of interest.

Critically evaluate the health promotion theory selected and its relevance to older persons.

The main body of the essay should be substantiated with reference to the peer reviewed literature (no less than 7 peer reviewed articles).

Conclusion (200 words) – There are to be no references in this section. The conclusion should summarise the key areas that address the set task. No new information should be included.

Support

You can provide a draft of your assessment for review, prior to submitting the assessment. The Unit Coordinator will provide informal feedback on the first page of your draft. Please email your draft to the Unit

Coordinator at a.monson@cqu.edu.au by Wednesday, 9th April 2021, 5.00 pm (AEST).

Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible "grey literature". When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature must be from reputable sources such as from government, university, or peak national bodies: for example, Aged & Community Services Australia (ACSA) or Leading Age Services Australia (LASA), or Aged Care Quality and Safety Commission (ACQSC) or other such as these.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- Write in the third-person perspective, keeping your writing as objective as possible.
- Use formal academic language.
- Use the seventh edition 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. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

• You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.

• We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).

• We recommend you use EndNote to manage your citations and reference list. However, this is not mandatory. 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.

• Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

[Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 7 Wednesday (28 Apr 2021) 5:00 pm AEST

Assessment 1 - Written assessment - Critical Analysis

Return Date to Students

Week 9 Wednesday (12 May 2021)

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

Weighting

50%

Assessment Criteria

Assessment 1 Rubric HAGE 20005

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Structure					
<i>Efficiency & organisation 10%</i>					
An articulate essay. There is a succinct and compelling introduction that introduces the paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion.	A well-written essay. There is a clear and appropriate introduction that introduces the paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction that mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent, and the paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce the paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close.	No introduction or conclusion present.
<i>Presentation 10%</i>					
Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors.	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure).	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure).	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors).	Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present.
<i>Substantiation of discussion 5%</i>					
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer-reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 12-15 contemporary* peer-reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 10-12, contemporary* peer-reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 8-10, contemporary* peer-reviewed journal articles have been cited.	Discussion is not or infrequently attempting to (> 7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 8 contemporary* peer-reviewed journal articles have been cited.	No references present.
<i>Referencing 5%</i>					
Accurate APA referencing . No errors.	Mostly accurate APA referencing . 1-2 consistent errors (maybe made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (maybe made multiple times).	Occasionally accurate APA referencing . 4 consistent errors (maybe made multiple times).	APA referencing not used. 5 consistent errors maybe made multiple times).	No references present.
Critique of one health model 20%					

Assessment 1 Rubric HAGE 20005

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
The essay provides an excellent critique of one chosen health promotion model that is relevant to the student's clinical setting or area of interest.	The essay provides a clear critique of one chosen health promotion model that is relevant to the student's clinical setting or area of interest.	The essay partly provides a clear critique of one chosen health promotion model that is relevant to the student's clinical setting or area of interest.	The essay lacks some content that indicates an incomplete critique of your chosen health promotion model that is relevant to the student's clinical setting or area of interest.	The content irrelevant and/or does not address the task. The discussion lacks cohesion.	There is no critique of one chosen health promotion model. No content justifies the chosen health promotion model.
Discussion for the justification of the theory 20%					
An excellent demonstration of discussion of the theory providing background information and related evidence to justify the selection. .	Appropriate demonstration of discussion of the theory providing background information and related evidence to justify the selection.	Some demonstration of discussion of the theory providing background information and related evidence to justify the selection.	There is a lack of some content that demonstrates discussion of the theory providing background information and related evidence to justify the selection. The discussion is at times repetitive or lacks cohesion.	Content irrelevant and does not discuss or justify the chosen theory.	There is no demonstration of discussion of the theory present.
Critical analysis in evaluation and implementation of the theory 40%					
There is excellent critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people.	There is very clear critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people	There is clear critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people.	There is some critical analysis in the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people	There is very little, or no evidence of the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people	There is no evidence of the evaluation and implementation of the chosen theory related to its ability to meet the needs of older people

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

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

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 Health promotion evaluation and plan

Assessment Type

Written Assessment

Task Description

The aim of this assessment is to prepare you to make a high-level contribution to health promotion policy and practice for the older person throughout the health care system.

Instructions

You are writing a critical analysis of a health promotion strategy and related campaign aimed at older persons. Choose a targeted area such as physical activity, smoking cessation, obesity, mental health or some other focus area requiring health promotion in the community of older persons.

This involves, firstly, choosing a current health promotion strategy and related campaign aimed at older persons.

Your task is to:

- critically evaluate the strategy and
- assess the campaign and
- devise a health promotion plan for the older person related to the strategy and campaign.

Please follow the steps below to complete your assessment task:

1. Introduction (250 words) –Introduce your topic. The introduction outlines the key points of your essay. It will inform the reader what you are writing about - why you are writing about it and how you will discuss this topic.

2. The main body of the essay (2000 words) identify and explain the health promotion strategy and campaign selected. Justify the selection of your strategy and campaign and how it relates to the care of the older person. Critically

analyse and assess the strategy and campaign selected and its relevance to the older person. Devise a health promotion plan for a local level related to the strategy and campaign. The main body of the essay should be substantiated with reference to the peer-reviewed literature (no less than 10 peer-reviewed articles).

3. Conclusion (250 words) – no references in this section. The conclusion should summarise the key areas that address the set task. No new information should be included.

Literature and references

In this assessment use at least 12 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example,

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition 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. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- 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.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 11 Wednesday (26 May 2021) 5:00 pm AEST

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

Return Date to Students

Review/Exam Week Wednesday (9 June 2021)

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

Weighting

50%

Assessment Criteria

Assessment 2 Rubric HAGE 20005

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Structure					
<i>Efficiency & organisation 10%</i>					
An articulate essay. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion.	A well-written essay. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction that mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close.	No introduction or conclusion present.

Assessment 2 Rubric HAGE 20005

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Presentation 10%					
Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors.	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure).	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure).	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors).	Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present.
Substantiation of discussion 5%					
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer-reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 12-15 contemporary* peer-reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 10-12, contemporary* peer-reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 8-10, contemporary* peer-reviewed journal articles have been cited.	Discussion is not or infrequently attempting to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 8 contemporary* peer-reviewed journal articles have been cited.	No references present.
Referencing 5%					
Accurate APA referencing . No errors.	Mostly accurate APA referencing . 1-2 consistent errors (maybe made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (maybe made multiple times).	Occasionally accurate APA referencing . 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.	No references present.
Application of health promotion strategy and related campaign aimed at older persons 20%					
High-level application of a health promotion strategy is used well to enhance the discussion.	Appropriate level application of a health promotion strategy used well to enhance the discussion.	A clear application of a health promotion strategy is used well to enhance the discussion.	There is a lack of some content that applies a health promotion strategy to enhance the discussion.	The content irrelevant and/or does not address the task. The discussion lacks cohesion.	There is no application of a health promotion strategy present.
Critical analysis of health promotion strategy and related campaign 30%					
A high-level analysis is reflected in a clear cohesive argument that includes a target area such as physical activity, smoking cessation, obesity, mental health, or some other focus.	The appropriate level analysis is reflected in a clear cohesive argument that includes a target area such as physical activity, smoking cessation, obesity, mental health, or some other focus.	The clear level analysis is reflected in a clear cohesive argument that includes a target area such as physical activity, smoking cessation, obesity, mental health, or some other focus.	There is a lack of some content and analysis relevant to a target area.	The content irrelevant and/or does not address the task. The discussion lacks cohesion and analysis.	There is no analysis present.
Health Promotion Plan 20%					
Excellent strategies to improve intervention, campaign, or strategy outcomes provided and used well to discuss.	Very clear strategies to improve intervention, campaign, or strategy outcomes provided and used well to discuss	Clear strategies to improve intervention, campaign, or strategy outcomes provided and used well to discuss	Lack of strategies to improve intervention, campaign, or strategy outcomes provided and used well to discuss	The has a minimal discussion on strategies to improve intervention, campaign, or strategy outcomes provided and used well to discuss	There are no strategies present.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

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

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