HLTH11029 *Health Promotion Concepts*
Term 2 - 2020

Profile information current as at 12/10/2024 02:51 pm

All details in this unit profile for HLTH11029 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
You will examine and apply fundamental health promotion concepts in this unit. Models of health and health promotion are identified and analysed as to their impact on the development of the health promotion discipline. In particular, determinants of health, models of sustainability and change are considered. You will examine the role of partnerships within health promotion, with a particular focus on styles of leadership within teams. Partnership and leadership skills will be developed through a small group work project. Information literacy skills are developed and integrated into the unit activities.

Details
Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
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 2 - 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 Undergraduate 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: 60%
2. **Written Assessment**
Weighting: 40%

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 Via the student's final essays which is a reflective piece on their experience of 'partnership' in this unit.

Feedback

Students need to contribute to the WIKIs early in the term, and each respective WIKI week, to better distribute the workload among the cohort.

Recommendation

At the start of term students will be advised of the importance of early contribution to the WIKIs to assist them sharing the workload and in the completion of their assignments.

Feedback from Unit coordinator reflection

Feedback

Encourage students to seek support if they need extra help in understanding the concepts included in this unit, particularly those who are studying health promotion concepts for the first time.

Recommendation

Over the teaching term students will be regularly reminded to contact their unit coordinator via the Q & A forum or email if they need extra support in understanding the unit concepts.

Unit Learning Outcomes

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

1. Compare and contrast various models of health and health promotion including determinants of health, models of sustainability and change
2. Analyse the impact of models of health and health promotion on development of health promotion as a discipline
3. Examine the role of partnerships in health promotion contexts
4. Examine styles of leadership within health promotion partnerships.
5. Construct an annotated bibliography in partnership with a multidisciplinary team

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	4	5
1 - Written Assessment - 60%	•	•			•
2 - Written Assessment - 40%			•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication				•	
2 - Problem Solving	•			•	
3 - Critical Thinking	•	•	•		
4 - Information Literacy					•
5 - Team Work			•	•	
6 - Information Technology Competence					
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - 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	9	10
1 - Written Assessment - 60%	•	•	•	•	•	•		•		
2 - Written Assessment - 40%	•		•	•	•	•	•	•		

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)
- Zoom Capacity (microphone required; webcam optional)

Referencing Style

All submissions for this unit must use the referencing styles below:

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Preston Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Unit and assessment overview Ottawa Charter and determinants of health	Thompson, S.R., Watson, M.C. and Tilford, S., 2018. 'The Ottawa Charter 30 years on', International *Journal of Health Promotion and Education, vol 56, no.2, pp.73-84.*	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Traditional behaviour change models	Sundstrom, B, Brandt H, Gray L & Young Pierce., 2018. 'It's my time: Applying the Health Belief Model to Prevent Cervical Cancer among College Aged Women'. *Journal of Communication Management*, vol 22, no. 2, pp.161-178.	Add annotation to wiki annotated bibliography. Zoom tutorial: Assessment 1A Overview.

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ecological models of health promotion - expanding beyond the individual	Madsen, W 2013, '"This is a forever project": supporting lifestyle changes in a regional Queensland community-based cardiac rehabilitation program', *Australian Journal of Primary Health*, vol. 19, no. 3, pp. 178-183.	Add annotation to wiki annotated bibliography.

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ecological models of health promotion - operationalising the Ottawa Charter	Hancock, T 2014, 'The little idea that could: a global perspective on Health Cities and Communities', *National Civic Review*, vol. 103, pp. 29-33.	Add annotation to wiki annotated bibliography. Assessment 1A Due: Monday 3 August 2020.

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Social-ecological model - systems thinking	Bircher, J. and Kuruvilla, S., 2014. Defining health by addressing individual, social, and environmental determinants: new opportunities for health care and public health. *Journal of Public Health Policy*, vol *35, no. 3*, pp.363-386.	Add annotation to wiki annotated bibliography. Zoom tutorial: Assessment 1B Overview.

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Community-based approaches to health promotion	Estacio, E.V., Oliver, M., Downing, B., Kurth, J. and Protheroe, J., 2017. Effective Partnership in Community-Based Health Promotion: Lessons from the Health Literacy Partnership. *International journal of environmental research and public health*, Vol 14, no.12, p.1550.	Add annotation to wiki annotated bibliography.

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Partnerships - types and who with	Tooher, R., Collins, J., Braunack-Mayer, A., Burgess, T., Skinner, S.R., O'keefe, M., Watson, M. and Marshall, H.S., 2017. Intersectoral collaboration to implement school-based health programmes: Australian perspectives. *Health promotion international*, vol 32, no 2, pp.312-321.	Add annotation to wiki annotated bibliography. Assessment 1B Due: Monday 31 August 2020.

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Partnerships - issues of power and decision making	Powell, K, Thursdon, M & Bloyce, D 2014, 'Local status and power in area-based health improvement partnerships', *Health*, vol. 18, no. 6, pp. 561-579.	Add annotation to wiki annotated bibliography.

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

Partnerships - valuing all knowledge and expertise	Wright, L.A., King, D.K., Retrum, J.H., Helander, K., Wilkins, S., Boggs, J.M., Portz, J.D., Nearing, K. and Gozansky, W.S., 2017. Lessons learned from community-based participatory research: establishing a partnership to support lesbian, gay, bisexual and transgender ageing in place. *Family practice*, vol *34, no.*3, pp.330-335.	Add annotation to wiki annotated bibliography.
Week 10 - 21 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Cultural competence and partnerships	Kildea, S., Hickey, S., Nelson, C., Currie, J., Carson, A., Reynolds, M., Wilson, K., Kruske, S., Passey, M., Roe, Y. and West, R., 2018. Birthing on Country (in Our Community): a case study of engaging stakeholders and developing a best-practice Indigenous maternity service in an urban setting. *Australian Health Review*, vol *42*(, no. 2, pp.230-238.	Add annotation to wiki annotated bibliography. Zoom tutorial: Assessment 3 Overview.
Week 11 - 28 Sep 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Instigating change	• Cretney, R.M., Thomas, A.C. and Bond, S., 2016. Maintaining grassroots activism: Transition towns in Aotearoa New Zealand. *New Zealand Geographer*, vol *72, no.* 2, pp.81-91.	
Week 12 - 05 Oct 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Review and preparation for final assessment		
Review/Exam Week - 12 Oct 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assessment 3 Due: Monday 12 October 2020. **Written Assessment** Due: Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
Using the annotated bibliography from weeks 1-6 (as found in the wiki for these weeks), write a report (2000 words not including reference list) that analyses the strengths and weaknesses of various models/approaches to health promotion over the past 30 years. You will need to consider under which circumstances each model/approach is best suited and how different models/approaches have influenced health promotion as a discipline.
This assessment is in two parts:

1) A table (20/60) that outlines the various traditional health promotion models/approaches related to the Ottawa Charter (up to 1000 words) which will inform part of your report. This table will need to be submitted on **Monday 3rd August**. A **template** for this table is available in Moodle.
2) The report (40/60) itself is due on **Monday 31st August.**

Assessment Due Date

PART A is due Monday 3rd August; PART B is due Monday 31st August

Return Date to Students

Two weeks after submission date

Weighting
60%

Minimum mark or grade
45%

Assessment Criteria
PART A will be marked according to comprehension and accuracy in completing the table. See Moodle for a detailed marking criteria rubric.
PART B will be marked according to: structure to report writing protocols; evaluation of models/approaches to health promotion; relevance of models/approaches to health promotion as a discipline; evaluation and application of scholarly literature; referencing acknowledgement and accuracy. See Moodle site for a detailed marking criteria rubric.

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

assessmentOutcome

- Compare and contrast various models of health and health promotion including determinants of health, models of sustainability and change
- Analyse the impact of models of health and health promotion on development of health promotion as a discipline
- Construct an annotated bibliography in partnership with a multidisciplinary team

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

2 Written Assessment

Assessment Type
Written Assessment

Task Description
Using the annotated bibliography related to partnerships (see wiki in Moodle over weeks 7-10), write a reflective essay (1500 words not including reference list) that analyses how the class has worked as a partnership in regards to contributing to each other's learning through the development of the annotated bibliographies and class discussion. You will need to relate your experiences and reflections to the literature on partnerships. While you are encouraged to explore specific behaviours of individuals, please do not name individuals in your essay. Focus particularly on how the partnerships could have been improved.

Assessment Due Date
Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

Return Date to Students

Results of this final assessment item will be released with the release of grades for Term 2.

Weighting
40%

Minimum mark or grade
45%

Assessment Criteria
Your reflective essay will be marked according to: structure consistent with essay writing protocols; depth of reflection on experiences; application of literature to explain experiences; acknowledgement of sources and accuracy of referencing. See the Moodle site for a detailed marking rubric.

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

assessmentOutcome

- Examine the role of partnerships in health promotion contexts
- Examine styles of leadership within health promotion partnerships.
- Construct an annotated bibliography in partnership with a multidisciplinary team

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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