



# HLTH11029 Health Promotion Concepts

## Term 2 - 2023

Profile information current as at 18/04/2024 03:10 am

All details in this unit profile for HLTH11029 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

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 - 2023

- 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 Self-reflection

##### **Feedback**

Although the weekly annotated bibliographic posting was made as part of graded activities, students did not post them weekly. Many students waited for the due date for the submission of the annotated bibliography to make quick and dirty

posting online so that they could submit it as part of their weekly contribution, which defeated the purpose of collaboratively building an annotated bibliography throughout the semester.

### **Recommendation**

It might be useful to consider perhaps other forms of enhancing collaboration instead of making a weekly bibliographic posting on wikis. For example, instead of asking students to make an individual weekly post in a wiki, they could be asked to make a group post on the wiki. As a group, it would mean they will need to have a member as a leader to coordinate and drive the completion effort. Group work would also allow for assessing leadership and partnerships outlined in the learning outcome. In groups of 3, students will be asked to make five out of six weekly posts on the wiki as part of the annotated bibliography. Contribution to the annotated bibliography will be assigned a grade of 20% (each week is worth 4%). This will align with Ashford-Rowe et al. (2014) critical element of authentic assessment relating to incorporating the value of collaboration into the assessment. It will challenge them to work in a team, share their knowledge and enhance each other's learning.

## Feedback from Self-reflection

### **Feedback**

In Assessment 1A, students are expected to know about "The Ottawa Charter for Health Promotion", but there is no mention of what students need to do with it, and this has not been linked to any learning outcomes. Also, in assessment 1A, students are expected to know about "How the various traditional health promotion models/approaches relate to the Ottawa Charter for Health Promotion", and they are expected to "Relate the various traditional health promotion models/approaches to the Ottawa Charter for health promotion". However, there is no learning outcome relating to this aspect of the task. In assessment 1B, students are expected to know "The circumstances under which each model/approach is best suited" and be able to "consider under which circumstances each model/approach is best suited". It seems this aspect of assessment 1B is not addressed in the learning outcome. The learning outcome relates to higher learning expecting students to be able to 'analyse' the impact of the models, not 'consider'. Assessment 1B is a 2500-word essay, which is a bit too much for first-year students. This is in addition to the 1500-word reflection essay in Assessment 2.

### **Recommendation**

It is recommended that in assessment 1B, each student should be asked to develop and do a live presentation of a poster describing two models/approaches to health promotion. Using the annotated bibliography, students should explain how the chosen models/approaches relate to the five key areas of the Ottawa Charter for Health Promotion, analyse the strengths and weaknesses, and explain the circumstances for which the chosen models are best suited and their influence on health promotion discipline. This poster should be worth 40% of the total grade. This assessment design will align with Ashford-Rowe et al. (2014) critical element of metacognition, assessment of individual performance, and challenging students to complete assigned tasks. It is authentic because having the ability to explain the different models/approaches of health promotion and being able to discuss how they relate to the Ottawa Charter for Health Promotion is a practical skill that students will transfer to their workplace after graduation. Also, developing a poster aligns with the principle of making assessment manageable while meeting the expectations of students and the learning outcomes

## Feedback from Self-reflection

### **Feedback**

The unit is content-heavy. While the short lecture recordings were great, they were blurry in some cases. Also, there were many links to external sources like YouTube and other websites. While these are good, they were excessive and distracting, especially when these were social media sources.

### **Recommendation**

Many of the linked sources were changed and replaced with educational materials from credible sources. New lecture recordings should be done for all the weeks.

## Feedback from Self-reflection

### **Feedback**

Many students struggled with grasping the concepts of the traditional health belief models and relating them to the Ottawa Charter for Health Promotion.

### **Recommendation**

Revise the lecture recording and provide reading materials that are easy to understand

## 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



## 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

**William Mude** Unit Coordinator  
[w.mude@cqu.edu.au](mailto:w.mude@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2023

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

### Week 2 - 17 Jul 2023

| 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'. <i>Journal of Communication Management</i> , vol 22, no. 2, pp.161-178. | Add annotation to wiki annotated bibliography.<br>Zoom tutorial: Assessment Part A Overview. |

### Week 3 - 24 Jul 2023

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

**Week 4 - 31 Jul 2023**

| 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', <i>National Civic Review</i> , vol. 103, pp. 29-33. | Add annotation to wiki annotated bibliography.<br>Assessment Part A Due: Monday |

**Week 5 - 07 Aug 2023**

| 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. <i>Journal of Public Health Policy</i> , vol. 35, no. 3, pp.363-386. | Add annotation to wiki annotated bibliography.<br>Zoom tutorial: Assessment Part B Overview. |

**Vacation Week - 14 Aug 2023**

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

**Week 6 - 21 Aug 2023**

| 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. <i>International journal of environmental research and public health</i> , vol. 14, no.12, p.1550. | Add annotation to wiki annotated bibliography. |

**Week 7 - 28 Aug 2023**

| 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. <i>Health promotion international</i> , vol. 32, no 2, pp.312-321. | Add annotation to wiki annotated bibliography. |

**Week 8 - 04 Sep 2023**

| 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', <i>Health</i> , vol. 18, no. 6, pp. 561-579. | Add annotation to wiki annotated bibliography.<br>Assessment Part B Due: Monday |

**Week 9 - 11 Sep 2023**

| 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. <i>Family practice</i> , vol. 34, no.3, pp.330-335. | Add annotation to wiki annotated bibliography. |
|--|---|--|

### Week 10 - 18 Sep 2023

| 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. <i>Australian Health Review</i> , vol. 42, no. 2, pp.230-238. | Add annotation to wiki annotated bibliography.<br>Zoom tutorial: Assessment 2 Overview. |

### Week 11 - 25 Sep 2023

| 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. <i>New Zealand Geographer</i> , vol. 72, no. 2, pp.81-91. |                              |

### Week 12 - 02 Oct 2023

| Module/Topic                                | Chapter | Events and Submissions/Topic   |
|---|---------|--|
| Review and preparation for final assessment |         | Assessment 2 Due: Friday<br><b>Written Assessment</b> Due: Week 12 Friday (6 Oct 2023) 11:59 pm AEST |

### Review/Exam Week - 09 Oct 2023

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

### Exam Week - 16 Oct 2023

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

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

This assessment is divided into Parts A and B:

Part A is a table (20/60) outlining the various traditional health promotion models/approaches related to the Ottawa Charter for Health Promotion (up to 1000 words), which will inform part of your report. This table will need to be submitted on **Monday, 31 July 2023, at 11:59 PM**. A **template** for this table is available in Moodle.



Part B is a report (40/60). Using the annotated bibliography from weeks 1-6 (as found in the wiki for these weeks), write a report (2000 words, not including a 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. Your report is due on **Monday, 4 September 2023, at 11:59 PM.**

### **Assessment Due Date**

PART A is due Monday 31 July 2023; PART B is due Monday 4 September 2023

### **Return Date to Students**

Two weeks after submission date

### **Weighting**

60%

### **Minimum mark or grade**

50%

### **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

### **Learning Outcomes Assessed**

- 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

### **Graduate Attributes**

- 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) on the role of partnership and analyze how the class has worked in 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. Focus particularly on how the partnerships could have been improved. While you are encouraged to explore specific behaviours of individuals, please do not name individuals in your essay.

### **Assessment Due Date**

Week 12 Friday (6 Oct 2023) 11:59 pm AEST

Submit online on moodle

### **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**

50%

**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

**Learning Outcomes Assessed**

- 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

**Graduate Attributes**

- 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