



# HLTH11031 *Healthy Lifestyles*

## Term 1 - 2019

Profile information current as at 22/05/2024 12:38 am

All details in this unit profile for HLTH11031 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 encourages students to explore their own lifestyle behaviours as well as those of others. It focuses on how lifestyle behaviours and culture impact on health outcomes and considers how lifestyle behaviours are developed and reinforced. It explores the knowledge, attitudes and values that influence lifestyle behaviours of individuals, communities and populations and interventions that could delay the onset of potential health problems across the lifespan. As part of this exploration, students learn to undertake basic health indicator measurements and consider how these relate to lifestyles. Students have the option of attending a residential school at Bundaberg campus.

#### 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 1 - 2019

- Bundaberg
- Cairns
- Online
- Rockhampton

#### 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).

#### Residential Schools

This unit has a Optional Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

#### 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: 50%

#### 2. **Portfolio**

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 Student unit evaluation

##### Feedback

Weekly readings, although enjoyable and informative, can be quite long.

##### Recommendation

Readings will be reviewed and updated for 2019. They will be listed on Moodle as 'recommended' and 'supplementary' readings. Students can choose to read the 'supplementary' readings if they wish to seek out additional information on the weekly topic.

## Unit Learning Outcomes

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

1. Examine how lifestyle behaviours and culture can have positive and negative impacts on health outcomes
2. Undertake basic health indicator measurements and explain how these relate to lifestyle
3. Explore how lifestyle behaviours are developed and reinforced
4. Describe how to delay the onset of potential health problems and reduce health risk factors across the lifespan.
5. Evaluate knowledge, attitudes and values used to influence lifestyle behaviours in individuals, communities and populations.
6. Reflect on own experience of changing lifestyle behaviour

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	•	•	•			•
2 - Portfolio - 50%	•	•	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	
2 - Problem Solving	•	•	•			•
3 - Critical Thinking				•	•	•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - 50%	•		•	•		•		•		
2 - Portfolio - 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)
- Zoom

## Referencing Style

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

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Anthea Oorloff** Unit Coordinator  
[a.oorloff@cqu.edu.au](mailto:a.oorloff@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Wellness		

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Basics of Behaviour Change		

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Physical Activity and Exercise		SMART goal is due this week (Friday 29th March).

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular Fitness		

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Muscular Fitness		Portfolio A due Friday 12th April

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition for Wellness		

### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Healthy Weight		

### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Psychological Wellbeing		

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Healthy Sexuality		

### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Emotional and Intellectual Wellness		

### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Substance Use and Misuse		

**Week 12 - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Lifestyle Related Disease		Reflective Essay due Monday 3rd June

**Review/Exam Week - 10 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
		Portfolio part B due Monday 10th June

**Exam Week - 17 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 SMART goal and Reflective Essay

**Assessment Type**

Written Assessment

**Task Description****Part A - SMART goal ( 10%)**

Students are required to complete the *Wellness Survey* template which can be found on the Moodle site. As part of this template, they will be expected to develop their own wellness profile and to set a SMART goal to achieve during Term 1. This assessment will provide the basis for the reflective essay.

**Part B - Reflective Essay (40%)**

Write a reflective essay which considers your own attitudes to health and wellness and also your personal experience of modifying the lifestyle behaviour chosen for Part A of this assessment. Consider the challenges of health related behaviour change and compare your experiences with the health promotion literature (eg health promotion articles from peer reviewed journals).

**Assessment Due Date**

Part A (SMART goal) due Friday 29th March, Part B (Reflective Essay) due Monday 3rd June

**Return Date to Students**

2 weeks after submission

**Weighting**

50%

**Assessment Criteria**

This assignment will be marked using criterion-referenced assessment.

Part A will be assessed using the following criteria:

- Completion of a personal wellness profile
- Identification of an appropriate SMART goal to achieve throughout the term.

Part B will be marked according to the following criteria:

- Essay writing skills and presentation
- Self reflection on attitudes to health and wellbeing
- Self reflection on experience of changing a health behaviour
- Ability to incorporate literature on lifestyle behaviour into discussions.

For more detailed marking criteria, refer to Moodle site.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Online via Moodle

## Learning Outcomes Assessed

- Examine how lifestyle behaviours and culture can have positive and negative impacts on health outcomes
- Undertake basic health indicator measurements and explain how these relate to lifestyle
- Explore how lifestyle behaviours are developed and reinforced
- Reflect on own experience of changing lifestyle behaviour

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

## 2 Portfolio (A & B)

### Assessment Type

Portfolio

### Task Description

For the purpose of this assessment, you will be expected to create a purposefully selected portfolio of work which will showcase your learning throughout the term.

The portfolio will be presented in 2 parts:

Part A (worth 20%) and

Part B (worth 30%). *Feedback from Part A can be used to improve Part B of the portfolio.*

### Assessment Due Date

Part A due Friday 12th April. Part B due Monday 10th June.

### Return Date to Students

Two weeks after submission

### Weighting

50%

### Minimum mark or grade

Students must pass Part B Portfolio (50%)

### Assessment Criteria

This portfolio will be marked using criterion-referenced assessment. Portfolios will be marked against the following criteria:

#### Part A

- Clear justification between learning activities and their relationship with lifestyles, wellness and cultural influences
- Clear justification between learning activities and their relationship with lifestyles, wellness and health indicators

#### Part B

- Clear justification between learning activities and their relationship with lifestyles, wellness and development and reinforcement of lifestyle behaviour
- Clear justification between learning activities and their relationship with lifestyles, wellness and potential health problems
- Clear justification between learning activities and their relationship with lifestyles, wellness and knowledge, attitudes and values.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Online via Moodle

## Learning Outcomes Assessed

- Examine how lifestyle behaviours and culture can have positive and negative impacts on health outcomes
- Undertake basic health indicator measurements and explain how these relate to lifestyle
- Explore how lifestyle behaviours are developed and reinforced
- Describe how to delay the onset of potential health problems and reduce health risk factors across the lifespan.
- Evaluate knowledge, attitudes and values used to influence lifestyle behaviours in individuals, communities and populations.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- 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