



HLTH11031 *Healthy Lifestyles*

Term 1 - 2024

Profile information current as at 15/05/2024 03:03 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

In this unit you will explore your own lifestyle behaviours as well as those of others. You will consider how lifestyle behaviours and culture impact on health outcomes and consider how lifestyle behaviours are developed and reinforced. You will explore 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, you will learn to undertake basic health indicator measurements and consider how these relate to lifestyles.

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 - 2024

- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

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: 50%

2. **Portfolio**

Weighting: 30%

3. **Online Quiz(zes)**

Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit coordinator reflection

Feedback

Increase unit coordinator contact with students not engaging with the unit over the term

Recommendation

Weekly, directed emails should be sent to students not engaging with the unit to offer support in completing the unit and assessment tasks.

Feedback from Unit coordinator reflection

Feedback

Release a few weeks of content on the Moodle site rather than the full term's workload

Recommendation

Release five weeks of content at a time in Term 1, 2024, rather than the full term's workload.

Unit Learning Outcomes

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

1. Explain 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. Explain how lifestyle behaviours are developed and reinforced
4. Discuss how to delay the onset of potential health problems and reduce health risk factors across the lifespan
5. Explain knowledge, attitudes and values used to influence lifestyle behaviours in individuals, communities and populations
6. Critically reflect on own experience of changing lifestyle behaviour.

Not applicable.

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 - 30% | • | • | | • | • | |
| 3 - Online Quiz(zes) - 20% | | | • | • | | |

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 | | | | • | • | • |
| 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 - 30% | • | | • | • | | | • | • | | |
| 3 - Online Quiz(zes) - 20% | | • | • | • | | | | | | |

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:

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

For further information, see the Assessment Tasks.

Teaching Contacts

Anthea Oorloff Unit Coordinator
a.oorloff@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|---------------------------|------------------------------|
| Introduction to Wellness | See eReading list, week 1 | |

Week 2 - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---------------------------|------------------------------|
| The Basics of Behaviour Change | See eReading list, week 2 | |

Week 3 - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------------------------|-----------------------------------|
| Introduction to Physical Activity and Exercise | See eReading list, week 3 | SMART goal is due Friday, 11:45PM |

Week 4 - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|---------------------------|------------------------------|
| Cardiovascular Fitness | See eReading list, week 4 | |

Week 5 - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------|---------------------------|------------------------------|
| Muscular Fitness | See eReading list, week 5 | |

Vacation Week - 08 Apr 2024

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

Week 6 - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|---------------------------|------------------------------|
| Nutrition for Wellness | See eReading list, week 6 | |

Week 7 - 22 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---------------------------|----------------------------------|
| Introduction to Healthy Weight | See eReading list, week 7 | Quiz 1 closes on Friday, 11:45PM |

Week 8 - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|---------------------------|------------------------------|
| Psychological Wellbeing | See eReading list, week 8 | |

Week 9 - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|---------------------------|------------------------------|
| Healthy Sexuality | See eReading list, week 9 | |

Week 10 - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|----------------------------|--|
| Emotional and Intellectual Wellness | See eReading list, week 10 | Portfolio Assessment, Part 1 - Forum submission is due Monday, 11:45PM |

Week 11 - 20 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|----------------------------|--|
| Substance Use and Misuse | See eReading list, week 11 | Portfolio Assessment, Part 2 - Complete Portfolio is due Monday, 11:45PM |

Week 12 - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|----------------------------|----------------------------------|
| Lifestyle Related Disease | See eReading list, week 12 | Quiz 2 closes on Friday, 11.45PM |

Review/Exam Week - 03 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|---|
| | | Reflective Essay is due Monday, 11:45PM |

Exam Week - 10 Jun 2024

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

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 that 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).

Note: This is a must-pass (50%) assessment (Part A and Part B combined)

Assessment Due Date

Part A (SMART goal) due Friday of Week 3, 22nd March, and Part B (Reflective Essay) due Monday of Week 13, 3rd June

Return Date to Students

2 weeks after submission

Weighting

50%

Minimum mark or grade

Students must pass (50%) Assessment 1 - SMART goal and Reflective essay

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 the 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

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

Submission

Online

Submission Instructions

Online via Moodle

Learning Outcomes Assessed

- Explain 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
- Explain how lifestyle behaviours are developed and reinforced
- Explain knowledge, attitudes and values used to influence lifestyle behaviours in individuals, communities and populations
- Critically reflect on own experience of changing lifestyle behaviour.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Imagery-inspired written assessment

Assessment Type

Portfolio

Task Description

For this assessment, you will create a purposefully selected portfolio of work that will showcase your learning throughout the term. For each of the four topic areas listed below, select an image as a point of inspiration for a short 300-400-word discussion about each topic. You can be creative or objective/scientific in your approach to the task; however, you must present factual points of learning that are supported by scholarly references. Your chosen image can relate to your future profession or desired work area or may reflect an event in time/history (your own or the broader population).

You will need to address one of the four topic areas in relation to health and wellness in each of your four written pieces. All four topic areas must be addressed, i.e. a total of four written pieces.

1. Cultural factors
2. Health indicator measurements
3. Onset of potential health problems and;
4. Knowledge, attitudes and values

There are two important deadlines for this task:

- 1) Monday, week 10 – Post one of your four pieces, along with the relevant image, to the designated online unit Moodle forum (please take care with your choice of imagery to avoid any inappropriate/prohibited content, potential sensitivity, or distress to other students).
- 2) Monday, week 11 – Submit all four of your written pieces as a complete portfolio to the assessment portal as a Word document.

Assessment Due Date

Part 1 (Forum submission) due Monday of Week 10, 13th May, and Part 2 (Complete Portfolio) due Monday of Week 11, 20th May

Return Date to Students

2 weeks from submission

Weighting

30%

Assessment Criteria

Your four written pieces will be marked according to their relevance to the four topic areas (culture, health indicator measurements, onset of potential health problems and knowledge, attitudes and values) in the context of health and wellness, as well as their contribution to the learning of self and others, and use of scholarly sources. 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

- Explain 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
- Discuss how to delay the onset of potential health problems and reduce health risk factors across the lifespan
- Explain knowledge, attitudes and values used to influence lifestyle behaviours in individuals, communities and populations

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Online quizzes

Assessment Type

Online Quiz(zes)

Task Description

There are two (2) quizzes conducted throughout the term. Each quiz is open-book and contains ten (10) multiple-choice questions. Completion of each quiz is done online. Each quiz contributes a possible 10 marks (10%) towards the final grade for the unit.

Only one attempt is possible on each quiz.

Quiz 1 - Opens Monday of week 5 and **closes Friday of week 7**

Quiz 2 - Opens Monday of week 10 and **closes Friday of week 12**

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Quiz 1 closes Friday of Week 7, 26th April, Quiz 2 closes Friday of Week 12, 31st May

Return Date to Students

Results of each quiz will be released once the quiz has closed.

Weighting

20%

Assessment Criteria

Each multiple-choice question will be worth 1 mark.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain how lifestyle behaviours are developed and reinforced
- Discuss how to delay the onset of potential health problems and reduce health risk factors across the lifespan

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

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