



HLTH12028 *Health Promotion Strategies*

Term 2 - 2018

Profile information current as at 18/08/2022 02:43 am

All details in this unit profile for HLTH12028 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 builds on the student's understanding of health promotion by focusing on best practice strategies. These strategies will cover a range of circumstances and settings, including brief individual interventions to the development of national health promotion policy. It is recognised that effective health promotion initiatives generally use a combination of strategies and skills that are founded on theory and research.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Students enrolled in CC59 Bachelor of Public Health (Specialisation) or CC4 Associate Degree in Public Health (Specialisation) are not permitted to enrol in 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 - 2018

- Bundaberg
- Cairns
- Distance
- 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).

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: 40%

2. **Online Quiz(zes)**

Weighting: 20%

3. **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 Unit evaluation, student communication (email and forums)

Feedback

Provide further clarification of specific requirements for final written assessment task

Recommendation

Two support tutorials (recorded) and an exemplar assignment will continue to be provided for this particular assessment task and it will be emphasised to students that they need to be attended or reviewed to support understanding of the task requirements.

Unit Learning Outcomes

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

1. Evaluate the principles underlying best practice in health promotion in relation to strategies.
2. Distinguish between various health promotion strategies.
3. Locate, critically evaluate and utilise information in the development of effective health promotion strategies.
4. Recommend culturally appropriate strategies to be applied in a variety of settings, including schools, workplaces, health service organisations and entire communities.
5. Argue the most appropriate strategy, or mix of strategies, for addressing a health related issue, including mental, emotional, social or physical health issues.
6. Determine the most appropriate methods, policies and resources to support the planning and implementation of health promotion strategies.

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 - 40% | • | • | • | • | | |
| 2 - Online Quiz(zes) - 20% | • | • | | | | • |
| 3 - Written Assessment - 40% | • | • | • | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | |
|---------------------|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | |

| 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 - 40% | • | | | • | | | • | • | | |
| 2 - Online Quiz(zes) - 20% | | • | | • | | | | | | |
| 3 - 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)

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

Schedule

Week 1 - 09 Jul 2018

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

Week 2 - 16 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------|---------|------------------------------|
| Health education and empowerment | | |

Week 3 - 23 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------|---------|------------------------------|
| Health and human behaviour | | |

Week 4 - 30 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|---------|------------------------------|
| Healthy communities and populations | | |

Week 5 - 06 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|---------|---|
| Social marketing and mass media | | Quiz one closes Friday 10th August at 5pm |

Vacation Week - 13 Aug 2018

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

Week 6 - 20 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------------|---------|--|
| Health promotion across the lifespan | | Written Assessment 1 Due: Week 6 Monday (20 Aug 2018) 11:45 pm AEST |

Week 7 - 27 Aug 2018

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

Week 8 - 03 Sep 2018

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

Week 9 - 10 Sep 2018

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

Week 10 - 17 Sep 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| Interprofessional collaboration and cultural competence | | Quiz two closes Friday 21st September at 5pm |

Week 11 - 24 Sep 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------|---------|------------------------------|
| Primary health care | | |

Week 12 - 01 Oct 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|---------|---|
| Putting it all together | | Written Assessment 2 Due: Week 12 Tuesday (2 Oct 2018) 11:45 pm AEST |

Review/Exam Week - 08 Oct 2018

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

Exam Week - 15 Oct 2018

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

Assessment Tasks

1 Written Assessment 1

Assessment Type

Written Assessment

Task Description

Task Description

Essay (40%) Word limit 2000 words

Write an **essay** that critiques a Social Marketing Campaign. You will have a choice from 2 campaigns - The "[Healthier. Happier](#)" QLD Government healthy lifestyle campaign: OR the "[Kick the Butt](#)" anti-smoking campaign by the Dandenong and District Aborigines Cooperative Ltd.

You will need to include in your essay a discussion of the context of the campaign and an analysis of the strategies based on a review of the health promotion literature. You will need to consider the underlying assumptions that have influenced the development of each strategy.

Assessment Due Date

Week 6 Monday (20 Aug 2018) 11:45 pm AEST

Return Date to Students

Week 8 Tuesday (4 Sept 2018)

Weighting

40%

Assessment Criteria

Marks will be allocated against specific criteria using a marking rubric. For more information see the unit Moodle site.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate the principles underlying best practice in health promotion in relation to strategies.
- Distinguish between various health promotion strategies.
- Locate, critically evaluate and utilise information in the development of effective health promotion strategies.

- Recommend culturally appropriate strategies to be applied in a variety of settings, including schools, workplaces, health service organisations and entire communities.

Graduate Attributes

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

2 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

Task Description

There are two (2) quizzes conducted throughout the term. Each quiz is open-book and contains ten (10) 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 and **once a quiz has closed no further attempts can be made**. Late penalties are not applicable and failure to complete a quiz by the close date will result in a mark of zero for that quiz.

Quiz 1 - Opens Monday 6th August and **closes Friday 10th August** (Week 5)

Quiz 2 - Opens Monday 17th September and **closes Friday 21st September** (Week 10)

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

See Moodle site

Return Date to Students

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

Weighting

20%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate the principles underlying best practice in health promotion in relation to strategies.
- Distinguish between various health promotion strategies.
- Determine the most appropriate methods, policies and resources to support the planning and implementation of health promotion strategies.

Graduate Attributes

- Problem Solving
- Information Literacy

3 Written Assessment 2

Assessment Type

Written Assessment

Task Description

Task Description

Report (40%) Word limit 2,000 words

For this assignment you can choose to address **one** of the following topic areas: a) prevention of dental caries, b) injury prevention, c) foot ulcer prevention, or d) support and promotion of positive mental health.

You will need to take a focus on a specific lifestage: preconception to birth; pre-school aged; school aged; young adult; middle adult; older adult; or elderly.

You will need to research and examine health promotion interventions that are aimed at addressing your chosen health issue for the target lifestage. These interventions can be a campaign, program and/or strategy. For example, if the topic area was skin cancer prevention interventions that could be explored include 'slip, slop, slap' (campaign), 'Sun Smart Schools' (program), 'Victorian Solarium Ban law' (strategy). You will need to adequately describe why the topic area is a significant public health issue and why it is particularly relevant for your chosen target group.

In your examination you will need to research and review health promotion interventions that range from being individually focused to those that are targeted at whole populations. Based on your overall research you will need to provide recommendations that can guide future health promotion action in your chosen topic area for your chosen life stage.

This assessment is to be written as a report. A report outline is provided on the unit Moodle site.

Peer collaboration: Students may voluntarily choose to work in pairs for this assignment task.

Students can submit this assignment as: a pair or; as an individual if optional paired work has not been chosen.

Assessment Due Date

Week 12 Tuesday (2 Oct 2018) 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%

Assessment Criteria

Marks will be allocated against specific criteria using a marking rubric.

Please refer to Moodle site for more information.

Referencing Style

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

Submission

Online

Submission Instructions

Students can submit this assignment as: a pair or; as an individual if optional paired work has not been chosen.

Learning Outcomes Assessed

- Evaluate the principles underlying best practice in health promotion in relation to strategies.
- Distinguish between various health promotion strategies.
- Locate, critically evaluate and utilise information in the development of effective health promotion strategies.
- Argue the most appropriate strategy, or mix of strategies, for addressing a health related issue, including mental, emotional, social or physical health issues.
- Determine the most appropriate methods, policies and resources to support the planning and implementation of health promotion strategies.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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