



HLTH3100

Health Promotion

Session 1, Online-scheduled-In person assessment, North Ryde 2024

Department of Health Sciences

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General Information

Unit convenor and teaching staff

Unit Convenor/Tutor

Sophie Osborne

sophie.osborne@mq.edu.au

Contact via iLearn private dialogue

Wednesday & Thursday (12.00-6.00pm)

Credit points

10

Prerequisites

130cp at 1000 level or above including HLTH200 or HLTH2000) or 130cp and admission to BHumanSc

Corequisites

Co-badged status

Unit description

In this unit you will explore the theories, practices and frameworks of health promotion as a planned approach to the improvement of health in population groups. You will gain an understanding of both local and global health promotion issues, including the determinants of health and how these impact on the planning, implementation and evaluation of health promotion initiatives. You will engage in a mixture of academic texts, case studies, scenarios, and reflective learning practices to immerse yourself in the study of modern health promotion and disease prevention and reduction practices. While designed primarily for health studies students, the unit is also suitable for students from other courses who may be interested the social, economic, political and geographic aspects of this fundamental area of human health endeavours.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

ULO1: Define and describe health promotion and its place within the area of public health, both nationally and internationally.

ULO2: Summarise key theories of contemporary health promotion and their connection to health determinants.

ULO3: Critically analyse some health promotion programs and projects in terms of their application of theories and practices of contemporary health promotion.

ULO4: Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.

ULO5: Describe the various elements that are needed to plan, implement and evaluate a health promotion initiative and be able to apply this knowledge to the development of a health promotion initiative.

ULO6: Examine and appraise academic writings on the process and application of an evidence-based approach to health promotion initiatives.

ULO7: Explain the nature of health promotion globally and the effect on health promotion practitioners, with an emphasis on working in teams, across sectors and incorporating continuous flexible learning practices.

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

| Number of days (hours) late | Total Possible Marks | Deduction | Raw mark | Final mark |
|-----------------------------|----------------------|-----------|----------|------------|
| 1 day (1-24 hours) | 100 | 5 | 75 | 70 |

| | | | | |
|------------------------|-----|----|----|----|
| 2 days (24-48 hours) | 100 | 10 | 75 | 65 |
| 3 days (48-72 hours) | 100 | 15 | 75 | 60 |
| 7 days (144-168 hours) | 100 | 35 | 75 | 40 |
| >7 days (>168 hours) | 100 | - | 75 | 0 |

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--------------------------------------|-----------|--------|---------------|
| <u>Essay</u> | 35% | No | Week 5 |
| <u>Health Promotion Presentation</u> | 20% | No | Week 9 |
| <u>Individual Reflection Report</u> | 10% | No | Week 10-12 |
| <u>Final Exam</u> | 35% | No | MQ Exam weeks |

Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 24 hours

Due: **Week 5**

Weighting: **35%**

Essay on a health promotion topic.

On successful completion you will be able to:

- Define and describe health promotion and its place within the area of public health, both nationally and internationally.
- Summarise key theories of contemporary health promotion and their connection to health determinants.
- Critically analyse some health promotion programs and projects in terms of their

application of theories and practices of contemporary health promotion.

- Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.
- Describe the various elements that are needed to plan, implement and evaluate a health promotion initiative and be able to apply this knowledge to the development of a health promotion initiative.
- Examine and appraise academic writings on the process and application of an evidence-based approach to health promotion initiatives.
- Explain the nature of health promotion globally and the effect on health promotion practitioners, with an emphasis on working in teams, across sectors and incorporating continuous flexible learning practices.

Health Promotion Presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 20 hours

Due: **Week 9**

Weighting: **20%**

Group presentation based on health promotion topic.

On successful completion you will be able to:

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- Critically analyse some health promotion programs and projects in terms of their application of theories and practices of contemporary health promotion.
- Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.
- Describe the various elements that are needed to plan, implement and evaluate a health promotion initiative and be able to apply this knowledge to the development of a health promotion initiative.
- Examine and appraise academic writings on the process and application of an evidence-based approach to health promotion initiatives.
- Explain the nature of health promotion globally and the effect on health promotion

practitioners, with an emphasis on working in teams, across sectors and incorporating continuous flexible learning practices.

Individual Reflection Report

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 5 hours

Due: **Week 10-12**

Weighting: **10%**

Individual reflection report related to group presentation

On successful completion you will be able to:

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- Describe the various elements that are needed to plan, implement and evaluate a health promotion initiative and be able to apply this knowledge to the development of a health promotion initiative.
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Final Exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 25 hours

Due: **MQ Exam weeks**

Weighting: **35%**

2 hour exam (plus 10 mins reading time)

On successful completion you will be able to:

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 - Explain the nature of health promotion globally and the effect on health promotion practitioners, with an emphasis on working in teams, across sectors and incorporating continuous flexible learning practices.
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¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online learning activities, including readings, pre-recorded lectures and live online tutorials. Details can be found on the iLearn site for this unit.

Required reading

The following text is **essential** for this unit. There will also be chapters available of the book on Leganto.

Keleher, H., & MacDougall, C. (2015). *Understanding Health*, 4th edition. Oxford University Press.

Recommended readings:

Bauman, A. and Nutbeam, D., 2014. Evaluation in a Nutshell. A practical guide to the evaluation of health promotion programs. McGraw Hill Medical.

Nutbeam, D., Harris, E. and Wise, M., 2010. Theory in a Nutshell. A practical guide to health promotion theories. 3rd ed. McGraw Hill Medical.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Unit Schedule

| Week | Lecture | Mode | Tutorial |
|--|--|----------|--|
| TOPIC 1: Introduction and Background | | | |
| 1 | Introduction (L1) Brief History of Health Promotion (L2) | Pre rec. | NO tutorial but student consult available with tutor |
| TOPIC 2: Health Promotion Planning | | | |
| 2 | Health Promotion in a Global Context (L3) Evidence-based HP/Intelligence Gathering (L4) | Pre rec. | Tutorial |
| TOPIC 3: Working in Health Promotion | | | |
| 3 | Program Development (L5) Program Management (L6) | Pre rec. | Tutorial |
| TOPIC 2: Health Promotion Planning...cont... | | | |
| 4 | Evaluation of HP (L7) Targeting specific health issues (L8) | Pre rec. | Tutorial |
| TOPIC 4: Working inside and outside the health sector | | | |
| 5 | Settings-based HP (L9) Social Impact Assessments, health impact assessments (L10) | Pre rec. | Tutorial |

| | | | |
|--|--|----------|--|
| 6 | <p>Policy Development (L11)</p> <p>Policy Development case study: air pollution (L12)</p> | Pre rec. | Tutorial |
| 7 | <p>Indigenous children and maternal health (L13)</p> <p>Bottom-up vs top-down approaches (L14)</p> | Pre rec. | Tutorial |
| TOPIC 5: Addressing and Communicating Health Promotion Issues | | | |
| 8 | <p>Targeting broader determinants of health (L15)</p> <p>Building capacity (L16)</p> | Pre rec. | Group Presentation meetings /NO tutorial but student consult available with tutor/ |
| <p>Mid-semester break: No classes</p> <p>Dates: Week commencing 10th– 24 April</p> | | | |
| 9 | <p>Health Promotion Case Study: Promotion of Breastfeeding (L17)</p> <p>Health Promotion Case Study: Indigenous Health (L18)</p> | Pre rec. | <p>Tutorial</p> <p>Group presentations</p> |
| 10 | <p>Legislation, enforcement and engineering. (L19)</p> <p>Health Promotion Case Study: 'Wicked' problems in health promotion (L20)</p> | Pre rec. | <p>Tutorial</p> <p>Group presentations</p> |
| 11 | <p>Working across sectors (L21)</p> <p>Health Promotion Campaigns: Strengths and weaknesses (L22)</p> | Pre rec. | <p>Tutorial</p> <p>Group presentations</p> |
| TOPIC 4: Working inside and outside the health sector...cont.... | | | |
| 12 | <p>Communicating public health and health promotion data using GIS (L23)</p> <p>Understanding epidemiology in health promotion (L24)</p> | Pre rec. | <p>Tutorial</p> <p>Group Presentations backup</p> |
| 13 | Independent Study | NA | NO tutorial but student consult available with tutor |

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable,

diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2024.02 of the [Handbook](#)