



# HLTH310

## Health Promotion

S1 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

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### Credit points

3

### Prerequisites

(39cp at 100 level or above including HLTH200) or (39cp and admission to BHumanSc or BA-PsychBHumanSc or BPsych(Hons)BHumanSc or BSpHLScBHumanSc)

### Corequisites

ECH326 or EDUC363 or MKTG309 or PSY339 or SOC322

### Co-badged status

### Unit description

This unit provides students with an overview of the theories, practices and frameworks of health promotion as a planned approach to the improvement of health in population groups. It focuses on both local and global health promotion issues. The unit aims to increase students' understanding of the determinants of health and how these impact on the planning, implementation and evaluation of health promotion initiatives. The teaching approach facilitates a systematic approach to health promotion initiatives. The unit uses a mixture of academic texts, case studies, scenarios and reflective learning practices to immerse students 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 programs who may be interested in 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:

1. Define and describe health promotion and its place within the area of public health, both nationally and internationally.
2. Summarise key theories of contemporary health promotion and their connection to health determinants.
3. Critically analyse some health promotion programs and projects in terms of their application of theories and practices of contemporary health promotion.
4. Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.
5. 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.
6. Examine and form opinions about academic writings on the process and application of an evidence-based approach to health promotion initiatives.
7. Gain some insights into the rapidly evolving 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

## Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

## Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

### Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

## Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### **Requesting a re-assessment of an assignment**

- If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

- **University policy on grading**

#### **Criteria for awarding grades for assessment tasks**

- Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.
- **Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can

be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

*Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

### **Withdrawing from this UG Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

### **Results**

Results shown in iLearn, 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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Group work presentation</a>	10%	No	12 April 2019
<a href="#">Group work reflection report</a>	10%	No	6 June 2019, 11.59pm
<a href="#">Essay</a>	35%	No	5 April 2019, 11.59pm
<a href="#">Final Exam</a>	45%	No	Exam period

### Group work presentation

Due: **12 April 2019**

Weighting: **10%**

This assessment is an in-class presentation. It is the end-product of a small group project which gives students an opportunity to implement core content from the course. Each group will plan, develop and design a health promotion initiative. Suggested topics will be provided however, students can select their own health promotion topic. Students will employ research skills, planning abilities, creative talents, interpersonal skills and management experience to develop a health promotion initiative.

Presentation time is maximum of 15 minutes with 5 minutes for questions and answers. A copy of the presentation materials (e.g. PowerPoint slides, creative material etc) and any other materials used during the presentation is to be submitted and should include a list of references/websites/personal communication etc used in developing the presentation. This due date is when one person from each group submits all presentation materials on behalf of their group. The in-class presentations take place in the weeks after the mid-session recess. Further information is available on the iLearn space.

On successful completion you will be able to:

- 1. Define and describe health promotion and its place within the area of public health, both nationally and internationally.
- 3. Critically analyse some health promotion programs and projects in terms of their application of theories and practices of contemporary health promotion.
- 4. Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.
- 5. 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.

- 7. Gain some insights into the rapidly evolving 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.

## Group work reflection report

Due: **6 June 2019, 11.59pm**

Weighting: **10%**

This individual report is to provide students with an opportunity to reflect on the role they had to adopt in the small group project in addressing the topic and to reflect on the assigned approach. The report should include comments on the health promotion issue and the experience of doing the group project. Further information is available on the iLearn space.

There will be a link on iLearn where materials can be uploaded.

Word Length: 1000 words

On successful completion you will be able to:

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## Essay

Due: **5 April 2019, 11.59pm**

Weighting: **35%**

Students are required to write an essay on the use of *mobile and other health technology* in health promotion.

There has been an increase in the use of technology in health promotion, such as Apps and social media. Students are required to critically analyse and reflect on how mobile and other health technology might *enhance* or might *limit* the application of the *principles of health*



*promotion*. Students must also show evidence of understanding of the *social determinants of health* in relation to this topic.

Students must use the two academic journal articles listed.

In addition:

Students must use at least 2 key academic journal articles that succinctly focus on the principles of health promotion and on the social determinants of health.

And:

Students must use at least 4 academic journal articles or academic/government reports that illustrate the health topic(s) of physical activity/chronic disease risk factors and the application of mobile or other health technology in these areas.

The two selected articles are:

Tong, H. L. and Laranjo, L. (2018). The use of social features in mobile health interventions to promote physical activity: a systematic review. *Digital Medicine*, 1(1):1-10 DOI [10.1038/s41746-018-0051-3](https://doi.org/10.1038/s41746-018-0051-3)

Tong, H. L., Coiera, E. and Laranjo, L. (2018). Using a Mobile Social Networking App to Promote Physical Activity: A Qualitative Study of Users' Perspectives. *Journal of Medical Internet Research*, 20(12):e11439 DOI: [10.2196/jmir.11439](https://doi.org/10.2196/jmir.11439)

## **Essays will be submitted via Turnitin.**

Further information will be available on the iLearn space.

Word Length: 1800 words

On successful completion you will be able to:

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## Final Exam

Due: **Exam period**

Weighting: **45%**

- 2 hour exam (with 10 mins reading time)
- Closed book exam
- 30 multiple choice questions worth 1 mark each
- 3 x short answer questions worth 5 marks each
- Questions will be derived from content from lectures, tutorials and associated readings.

On successful completion you will be able to:

- 1. Define and describe health promotion and its place within the area of public health, both nationally and internationally.
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## Delivery and Resources

**Required and recommended texts** **Required text:** Keleher, H., & MacDougall, C. (2015). Understanding Health, 4th edition. Oxford University Press.

**Recommended texts:**

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.

### **Information about the unit iLearn site**

This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly. Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

### **Access and technical assistance**

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](http://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### **This unit requires students to use several ICT and software skills:**

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

### **Structure**

The unit comprises two one-hour lectures and a one-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn

from the following website link: <http://ilearn.mq.edu.au>

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site.

## Unit Schedule

Students should check the detailed scheduled on iLearn.

## Learning and Teaching Activities

Students should check the detailed scheduled on iLearn.

Students should check the detailed scheduled on iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/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](mailto:globalmba.support@mq.edu.au)

## Academic Honesty and Assignments

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Department of Educational Studies, students are required to use the American Psychological Association (APA) referencing procedures.

### When preparing assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

## Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- 5. 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.

#### Assessment tasks

- Group work presentation
- Final Exam

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- 3. Critically analyse some health promotion programs and projects in terms of their application of theories and practices of contemporary health promotion.
- 4. Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.
- 5. 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.
- 6. Examine and form opinions about academic writings on the process and application of an evidence-based approach to health promotion initiatives.
- 7. Gain some insights into the rapidly evolving 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.

## Assessment tasks

- Group work presentation
- Group work reflection report
- Essay

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- 4. Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.
- 7. Gain some insights into the rapidly evolving 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.

## Assessment tasks

- Group work reflection report



- Final Exam

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

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

- Group work presentation
- Essay
- Final Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to



critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Define and describe health promotion and its place within the area of public health, both nationally and internationally.
- 2. Summarise key theories of contemporary health promotion and their connection to health determinants.
- 3. Critically analyse some health promotion programs and projects in terms of their application of theories and practices of contemporary health promotion.
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## **Assessment tasks**

- Group work presentation
- Essay
- Final Exam

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- 3. Critically analyse some health promotion programs and projects in terms of their

application of theories and practices of contemporary health promotion.

- 5. 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.
- 6. Examine and form opinions about academic writings on the process and application of an evidence-based approach to health promotion initiatives.
- 7. Gain some insights into the rapidly evolving 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.

## Assessment tasks

- Group work presentation
- Group work reflection report
- Essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- 2. Summarise key theories of contemporary health promotion and their connection to health determinants.
- 5. 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.
- 7. Gain some insights into the rapidly evolving 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.

## Assessment tasks

- Group work presentation
- Group work reflection report
- Essay
- Final Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- 1. Define and describe health promotion and its place within the area of public health, both nationally and internationally.
- 2. Summarise key theories of contemporary health promotion and their connection to health determinants.
- 3. Critically analyse some health promotion programs and projects in terms of their application of theories and practices of contemporary health promotion.
- 4. Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.
- 5. 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.
- 7. Gain some insights into the rapidly evolving 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.

### Assessment tasks

- Group work presentation
- Final Exam

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcomes

- 1. Define and describe health promotion and its place within the area of public health, both nationally and internationally.
- 3. Critically analyse some health promotion programs and projects in terms of their application of theories and practices of contemporary health promotion.
- 4. Discuss and make informed opinions about some of the social, cultural, economic and political factors that may influence health promotion initiatives nationally and internationally.
- 5. 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.
- 7. Gain some insights into the rapidly evolving 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.

## Assessment tasks

- Group work presentation
- Group work reflection report
- Essay

## Changes from Previous Offering

Since previous offerings, in 2018 HLTH310 is introducing a mix of pre-recorded lectures and face-to-face lectures. Please refer to the Detailed Schedule on ilearn for further details and dates.