



HLTH3100

Health Promotion

Session 1, In person-scheduled-weekday, North Ryde 2023

Department of Health Sciences

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Disclaimer

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General Information

Unit convenor and teaching staff

Sophie Osborne

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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

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:

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 form opinions about academic writings on the process and application of an evidence-based approach to health promotion initiatives.

ULO7: 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

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
Essay	35%	No	Week 7 6th April 2023, 11.55pm
Group Work Presentation	20%	No	P1: Wks 9-12 (in tuts.) P2: Wk 8 30th April 2023 11.55pm
Individual Reflection Report	10%	No	10th May- 31st May, 2023, 11.55pm
Final Exam	35%	No	TBC MQ Exam period

Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 24 hours

Due: **Week 7 6th April 2023, 11.55pm**

Weighting: **35%**

Essay of 1800 words on a 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 form opinions about academic writings on the process and application of an evidence-based approach to health promotion initiatives.
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Group Work Presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 20 hours

Due: **P1: Wks 9-12 (in tuts.) P2: Wk 8 30th April 2023 11.55pm**

Weighting: **20%**

This assessment is the end-product (an in-class presentation) of a small group project which gives students an opportunity to implement core content from the course. The group is to plan, develop and design one assigned aspect of a health promotion initiative and present this to the class.

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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.

- Examine and form opinions about academic writings on the process and application of an evidence-based approach to health promotion initiatives.
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Individual Reflection Report

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 5 hours

Due: **10th May- 31st May, 2023, 11.55pm**

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 the assigned approach. The report should include comment on the health promotion issue and the experience of doing the group project.

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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: **TBC MQ Exam period**

Weighting: **35%**

2 hour exam (plus 10 mins reading time)

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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.
- Examine and form opinions about academic writings on the process and application of an evidence-based approach to health promotion initiatives.
- 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.

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 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

Wk	Lecture	Mode	Tutorial
TOPIC 1: Introduction and Background			
1	<p>Introduction (L1)</p> <p>READING: Keleher & MacDougall: Ch 1 and 2: Concepts of Health and Determinants of Health:</p>	Pre Rec.	No tutorial
	<p>Brief History of Health Promotion (L2)</p> <p>READING: Keleher & MacDougall: Ch 7: Health Promotion</p>	Pre Rec.	
TOPIC 2: Health Promotion Planning			
2	<p>Health Promotion in a Global Context (L3)</p> <p>Issues, priorities, and organisations</p> <p>READING: Keleher & MacDougall: Ch6 – Global Health</p> <p>READING: Watts, C., & Cairncross, S. (2012). Should the GBD risk factor rankings be used to guide policy? Lancet, 380 (9859), 2060-61. doi: 10.1016/S0140-6736(12)62121-7.</p>	Pre.Rec	Tutorial
	<p>Evidence-based HP/Intelligence Gathering (L4)</p> <p>Public health information</p> <p>Contextual assessment / cultural understanding</p> <p>READING: Keleher & MacDougall: Ch10 –Evidence in Public Health</p>	Pre Rec.	

Wk	Lecture	Mode	Tutorial
3	<p>Evaluation of HP (L5)</p> <p>READING: Bauman, A., & Nutbeam, D. (2014). Evaluation in a Nutshell. A practical guide to the evaluation of health promotion programs. McGraw Hill Medical. Ch 2 – Key stage, methods and types of evaluation.</p> <p>READING: Keleher & MacDougall: Ch 18 – Program Planning and Evaluation</p>	Pre-rec	Tutorial
	<p>Targeting specific health issues (L6)</p> <p>READING: Keleher & MacDougall: Ch11 – Determinants of Behaviours</p> <p>READING: Keleher & MacDougall: Ch16 – Social Marketing</p>	Pre Rec.	
TOPIC 3: Working inside and outside the health sector			
4	<p>Settings-based HP (L7)</p> <p>Workplaces, Schools, Hospitals</p> <p>READING: Keleher & MacDougall: Ch 13 – Ecology and Health</p>	Pre.Rec	Tutorial
	<p>Social Impact Assessments, health impact assessments (L8)</p> <p>READING: Harris-Roxas, B., Viliani, F., Bond, A., Cave, B., Divall, M., Furu, P., ... & Winkler, M. (2012). Health impact assessment: the state of the art. <i>Impact Assessment and Project Appraisal</i>, 30(1), 43 -52. doi: 10.1080/14615517.2012.666035</p>	Pre. Rec.	
5	<p>Communicating public health and health promotion data using GIS (L9)</p> <p>READING: Zook, M., Graham, M., Shelton, T. and Gorman, S. (2010). Volunteered Geographic and Crowdsourcing Disaster Relief: A Case Study of the Haitian Earthquake. <i>World Medical & Health Policy</i>, vol 2(2):7-33</p>	Pre-rec	Tutorial
	<p>Understanding epidemiology in health promotion (L10)</p> <p>READING: Keleher & MacDougall: Ch9 – Epidemiology</p>	Pre Rec.	
6	<p>Policy Development (L11)</p> <p>READING: Keleher & MacDougall: 19 – Policy for Health</p> <p>READING: Keleher & MacDougall: Ch 20 – Organisational Change</p>	Pre Rec.	Tutorial
	<p>Policy Development case study: air pollution (L12)</p> <p>READING: Tilford, S. (2017). Air pollution – are we doing enough? <i>International Journal of Health Promotion and Education</i>, 55(4): 229-231</p>	Pre Rec	
7	<p>Indigenous children and maternal health (L13)</p> <p>READING: Bowes, J. & Grace, R. (2013). Closing the gap in the early childhood years: Prevention and early intervention approaches to parenting education, early childhood education and health for Indigenous children and families in Australia. Australian Institute of Health and Welfare.</p>	Pre Rec.	Tutorial

Wk	Lecture	Mode	Tutorial
	<p>Bottom-up vs top-down approaches (L14)</p> <p>READING: see iLearn for scanned article by A/Prof N. Biddle ANU.</p>	Pre Rec.	
<p>Mid-semester break</p> <p>No classes</p> <p>Dates: Week commencing 10th April – 24 April</p>			
<p>TOPIC 4: Addressing and Communicating Health Promotion Issues</p>			
8	<p>Targeting broader determinants of health (L15)</p> <p>Human Rights, social inclusion, standards of daily living</p> <p>READING: Keleher & McDougall: Ch 14 - Human Rights and Health</p>	Pre. Rec	NO tutorial but student consult available.
	<p>Building capacity (L16)</p> <p>READING: Keleher & McDougall: Ch 17- Health Education for Empowerment</p>	Pre Rec	Group Presentation meetings
9	<p>Health Promotion Case Study: Promotion of Breastfeeding (L17)</p> <p>READING: Costello, A., Branca, F., Rollins, N. Stahlhofer, M. and Grummer-Strawn, L. (2017). Health professional associations and industry funding. <i>The Lancet</i> 389:597</p>	Pre-rec	Tutorial Group Presentations
	<p>Health Promotion Case Study: Indigenous Health (L18)</p> <p>READING: Keleher & MacDougall: Ch 12 – Social Determinants and the Health of Australia's First Peoples</p>	Pre Rec.	
10	<p>Legislation, enforcement and engineering. (L19)</p> <p>READING: Keleher & MacDougall: Ch 5 – Population Health</p>	Pre-rec	Tutorial Group Presentations
	<p>Health Promotion Case Study: 'Wicked' problems in health promotion (L20)</p> <p>READING: van Beurden, E. and Kia, A. (2011). Wicked problems and Health Promotion: reflections on learning. <i>Health Promotion Journal of Australia</i>, 22(2):83</p>	Pre Rec	
11	<p>Working across sectors (L21)</p> <p>Locally & globally (case studies)</p> <p>READING: Elkington, J., Van Beurden, E., Johnson, W., Dight, R., & Zask, A. (2006). RRISK-A sustainable intersectoral partnership. <i>Youth Studies</i>, 25(2), 17-24.</p>	Pre Rec.	Tutorial Group Presentations
	<p>Health Promotion Campaigns: Strengths and weaknesses (L22)</p> <p>READING: Keleher & MacDougall: Ch 15 – Marginalised Populations</p>	Pre Rec.	
<p>TOPIC 5: Working in Health Promotion</p>			

Wk	Lecture	Mode	Tutorial
12	<p>Program Development (L23)</p> <p>READING: Keleher & McDougall. Ch 18 –Program Planning & Evaluation</p>	Pre Rec.	Tutorial Group Presentations
	<p>Program Management (L24)</p> <p>READING: Warr, D. J., Mann, R. and Kelaher, M. (2012). 'A lot of the things we do...people wouldn't recognize as health promotion': addressing health inequalities in settings of neighbourhood disadvantage. <i>Critical Public Health</i>, vol 23(1):95-109</p>	Pre Rec.	
13	<p><i>Independent Study</i></p> <p><i>The official examination period for S1 2023 commences from the 5 June. All students must be available for that period.</i></p>	NA	

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.