HLTH3100
Health Promotion

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

Department of Health Sciences

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General Information

Unit convenor and teaching staff
Sophie Osborne
sophie.osborne@mq.edu.au

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

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:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>35%</td>
<td>No</td>
<td>Week 7 6th April 2023, 11.55pm</td>
</tr>
<tr>
<td>Group Work Presentation</td>
<td>20%</td>
<td>No</td>
<td>P1: Wks 9-12 (in tuts.) P2: Wk 8 30th April 2023 11.55pm</td>
</tr>
<tr>
<td>Individual Reflection Report</td>
<td>10%</td>
<td>No</td>
<td>10th May- 31st May, 2023, 11.55pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>No</td>
<td>TBC MQ Exam period</td>
</tr>
</tbody>
</table>

### Essay

**Assessment Type**: Essay  
**Indicative Time on Task**: 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:

- 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 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.

Group Work Presentation
Assessment Type: Presentation
Indicative Time on Task: 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.

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.
• 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.
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• 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.

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.

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.
• 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.
• 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.

Final Exam
Assessment Type 1: Examination
Indicative Time on Task 2: 25 hours
Due: TBC MQ Exam period
Weighting: 35%
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 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.


**Recommended readings:**


**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**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture</th>
<th>Mode</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC 1: Introduction and Background</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction (L1)</td>
<td>Pre Rec.</td>
<td>No tutorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Keleher &amp; MacDougall: Ch 1 and 2: Concepts of Health and Determinants of Health:</td>
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<tr>
<td></td>
<td>Brief History of Health Promotion (L2)</td>
<td>Pre Rec.</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Keleher &amp; MacDougall: Ch 7: Health Promotion</td>
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<tr>
<td><strong>TOPIC 2: Health Promotion Planning</strong></td>
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<tr>
<td>2</td>
<td>Health Promotion in a Global Context (L3)</td>
<td>Pre Rec.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Issues, priorities, and organisations</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Reading: Keleher &amp; MacDougall: Ch6 – Global Health</td>
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</tr>
<tr>
<td></td>
<td>Evidence-based HP/Intelligence Gathering (L4)</td>
<td></td>
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<tr>
<td></td>
<td>Public health information</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Contextual assessment / cultural understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: Keleher &amp; MacDougall: Ch10 – Evidence in Public Health</td>
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<td></td>
</tr>
<tr>
<td>Wk</td>
<td>Lecture</td>
<td>Mode</td>
<td>Tutorial</td>
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<tr>
<td>3</td>
<td><strong>Evaluation of HP (L5)</strong></td>
<td>Pre-rec</td>
<td>Tutorial</td>
</tr>
<tr>
<td></td>
<td>READING: Keleher &amp; MacDougall: Ch 18 – Program Planning and Evaluation</td>
<td></td>
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<tr>
<td></td>
<td><strong>Targeting specific health issues (L6)</strong></td>
<td>Pre Rec.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READING: Keleher &amp; MacDougall: Ch11 – Determinants of Behaviours</td>
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<tr>
<td></td>
<td>READING: Keleher &amp; MacDougall: Ch16 – Social Marking</td>
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</tbody>
</table>

**TOPIC 3: Working inside and outside the health sector**

| 4  | **Settings-based HP (L7)** | Pre.Rec | Tutorial |
|    | Workplaces, Schools, Hospitals |
|    | READING: Keleher & MacDougall: Ch 13 – Ecology and Health |
|    | **Social Impact Assessments, health impact assessments (L8)** | Pre. Rec. |
| 5  | **Communicating public health and health promotion data using GIS (L9)** | Pre-rec | Tutorial |
|    | **Understanding epidemiology in health promotion (L10)** | Pre Rec. |
|    | READING: Keleher & MacDougall: Ch9 – Epidemiology |
| 6  | **Policy Development (L11)** | Pre Rec. | Tutorial |
|    | READING: Keleher & MacDougall: 19 – Policy for Health |
|    | READING: Keleher & MacDougall: Ch 20 – Organisational Change |
|    | **Policy Development case study: air pollution (L12)** | Pre Rec |
| 7  | **Indigenous children and maternal health (L13)** | Pre Rec. | Tutorial |
## Unit guide HLTH3100 Health Promotion

### Wk Lecture

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture</th>
<th>Mode</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Bottom-up vs top-down approaches (L14)</td>
<td>Pre Rec.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READING: see iLearn for scanned article by A/Prof N. Biddle ANU.</td>
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</table>

**Mid-semester break**

**No classes**

**Dates:** Week commencing 10th April – 24 April

### TOPIC 4: Addressing and Communicating Health Promotion Issues

<table>
<thead>
<tr>
<th>Wk</th>
<th>Lecture</th>
<th>Mode</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Targeting broader determinants of health (L15)</td>
<td>Pre Rec.</td>
<td>NO tutorial but student consult available.</td>
</tr>
<tr>
<td></td>
<td>Human Rights, social inclusion, standards of daily living</td>
<td></td>
<td>Group Presentation meetings</td>
</tr>
<tr>
<td></td>
<td>READING: Keleher &amp; McDougall: Ch 14 - Human Rights and Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Building capacity (L16)</td>
<td>Pre Rec.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READING: Keleher &amp; McDougall: Ch 17 - Health Education for Empowerment</td>
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</tr>
<tr>
<td>10</td>
<td>Health Promotion Case Study: Promotion of Breastfeeding (L17)</td>
<td>Pre-rec</td>
<td>Tutorial</td>
</tr>
<tr>
<td></td>
<td>Health Promotion Case Study: Indigenous Health (L18)</td>
<td>Pre Rec.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READING: Keleher &amp; MacDougall: Ch 12 – Social Determinants and the Health of Australia’s First Peoples</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Legislation, enforcement and engineering. (L19)</td>
<td>Pre-rec</td>
<td>Tutorial</td>
</tr>
<tr>
<td></td>
<td>READING: Keleher &amp; MacDougall: Ch 5 – Population Health</td>
<td></td>
<td>Group Presentations</td>
</tr>
<tr>
<td>11</td>
<td>Health Promotion Case Study: ‘Wicked’ problems in health promotion (L20)</td>
<td>Pre Rec.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Working across sectors (L21)</td>
<td>Pre Rec.</td>
<td>Tutorial</td>
</tr>
<tr>
<td></td>
<td>Locally &amp; globally (case studies)</td>
<td></td>
<td>Group Presentations</td>
</tr>
<tr>
<td>11</td>
<td>Health Promotion Campaigns: Strengths and weaknesses (L22)</td>
<td>Pre Rec.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READING: Keleher &amp; MacDougall: Ch 15 – Marginalised Populations</td>
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</tbody>
</table>

### TOPIC 5: Working in Health Promotion

https://unitguides.mq.edu.au/unit_offers/157317/unit_guide/print 10
**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](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). 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) 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](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
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.