HSYP8104
Disease Prevention and Health Promotion
Session 1, In person-scheduled-weekday, North Ryde 2024

Department of Health Sciences

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General Information

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Tutor
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Credit points
10

Prerequisites
Admission to MPH or MPH(Res)

Corequisites

Co-badged status

Unit description
Health promotion creates supportive conditions for health, enabling people to have control over, and improve their health and wellbeing. Health promotion officers need to have a good understanding of health promotion approaches and behaviour change models in order to engage communities and enable people to address their health needs. In this unit you will develop an understanding of health promotion concepts, frameworks and theories used to formulate policy and develop programs tailored for a variety of settings. The unit is taught with an emphasis on the determinants of health and health inequities, including economic, social and environmental influences. The key skills you will develop include designing and evaluating evidence-based health promotion initiatives within a specific population/community. These skills will prepare you for a career in health promotion practice and research.

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: Explain health promotion concepts and principles in planning and practice
ULO2: Analyse the range of factors that influence the health of individuals and populations, including social determinants of health and lifestyle behaviours
ULO3: Identify and critically analyse the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery within a specific population/community
ULO4: Design and evaluate health promotion strategies to demonstrate effective application of key principles and theoretical models of health promotion

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>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</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>An essay on a chosen topic and an infographic</td>
<td>30%</td>
<td>No</td>
<td>Week 4</td>
</tr>
<tr>
<td>Health promotion program - proposal</td>
<td>30%</td>
<td>No</td>
<td>Week 8</td>
</tr>
<tr>
<td>Health promotion program - design and evaluation</td>
<td>40%</td>
<td>No</td>
<td>Week 13</td>
</tr>
<tr>
<td>Portfolio reflection</td>
<td>0%</td>
<td>No</td>
<td>Week 14</td>
</tr>
</tbody>
</table>

**An essay on a chosen topic and an infographic**

**Assessment Type**: Essay  
**Indicative Time on Task**: 20 hours  
**Due**: Week 4  
**Weighting**: 30%

You will need to write an essay on your chosen topic and prepare an infographic.

On successful completion you will be able to:

- Explain health promotion concepts and principles in planning and practice
- Analyse the range of factors that influence the health of individuals and populations, including social determinants of health and lifestyle behaviours
- Identify and critically analyse the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery within a specific population/community
Health promotion program - proposal

Assessment Type 1: Presentation
Indicative Time on Task 2: 30 hours
Due: Week 8
Weighting: 30%

You will need to prepare a presentation on your designed health promotion program.

On successful completion you will be able to:

• Explain health promotion concepts and principles in planning and practice
• Analyse the range of factors that influence the health of individuals and populations, including social determinants of health and lifestyle behaviours
• Identify and critically analyse the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery within a specific population/community
• Design and evaluate health promotion strategies to demonstrate effective application of key principles and theoretical models of health promotion

Health promotion program - design and evaluation

Assessment Type 1: Plan
Indicative Time on Task 2: 30 hours
Due: Week 13
Weighting: 40%

You will need to design a health promotion program and write an evaluation plan.

On successful completion you will be able to:

• Explain health promotion concepts and principles in planning and practice
• Analyse the range of factors that influence the health of individuals and populations, including social determinants of health and lifestyle behaviours
• Identify and critically analyse the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery within a specific population/community
• Design and evaluate health promotion strategies to demonstrate effective application of
key principles and theoretical models of health promotion

Portfolio reflection

Assessment Type 1: Reflective Writing
Indicative Time on Task 2: 3 hours
Due: Week 14
Weighting: 0%

Reflection of student performance and achievement of unit learning outcomes

On successful completion you will be able to:

• Explain health promotion concepts and principles in planning and practice
• Analyse the range of factors that influence the health of individuals and populations, including social determinants of health and lifestyle behaviours
• Identify and critically analyse the range of theoretical and practical intervention frameworks available for disease prevention and health promotion delivery within a specific population/community

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 and face to face learning activities, including readings, online modules, videos and lectures. Details can be found on the iLearn site for this unit.

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.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au/).
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

**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.
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
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 practical, 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.