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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

|                              |                                  |
|------------------------------|----------------------------------|
| <b>COURSE CODE</b>           | 1977MED                          |
| <b>COURSE TITLE</b>          | Introduction to Health Promotion |
| <b>ACADEMIC ORGANISATION</b> | MED School of Medicine           |
| <b>TRIMESTER</b>             | Trimester 1 2020                 |
| <b>MODE</b>                  | In Person                        |
| <b>LEVEL</b>                 | Undergraduate                    |
| <b>LOCATION</b>              | Gold Coast, On Campus            |
| <b>CREDIT POINT VALUE</b>    | 10                               |

## Course Description:

This course is an introduction to the theory and practice of health promotion. It examines the various determinants that impact on health in relation to particular issues, populations and settings and explores strategies to address some of the most pressing health issues facing contemporary society.

## Assumed Background:

Nil: open course

## 1.2 Course Introduction

1977MED Introduction to Health Promotion provides an introduction to the theory and practice of health promotion. The course examines the foundations of health promotion and its practice through a determinants-based approach. It examines how individual, social, cultural, environmental and health services determinants affect health. It introduces students to the Ottawa Charter Strategic Framework which is used to develop strategies to address contemporary health issues at a population level.

Introduction to Health Promotion is a first year core course in the Bachelor of Public Health. It contributes to this program by broadening students' understanding of health and the determinants of health. It links theory with practice using a case study approach which introduces students to the practice of promoting health at an issues, a population and a settings level. 1977MED is a listed elective for the Bachelor of Sports Development and an open elective for other undergraduate students.

## Previous Student Feedback

On the whole students found this course well organised and engaging. They commented that the assessment was clear and fair and particularly liked the integration of study skills into the course. Students would like more comprehensive feedback on their written assignment.

## 1.3 Course Staff

Primary Convenor **Dr Bernadette Sebar**

|                     |  |
|---------------------|--|
| <b>PHONE</b>        | 555 27880  |
| <b>EMAIL</b>        | <a href="mailto:b.sebar@griffith.edu.au">b.sebar@griffith.edu.au</a>   |
| <b>CAMPUS</b>       | Gold Coast Campus  |
| <b>BUILDING</b>     | Academic 1 (G01)   |
| <b>ROOM</b>         | 3.41   |
| <b>CONSULTATION</b> | Wednesday 1600-1700 (GO1_3.41)<br>Thursday 1500-1600 (GO1_3.41)<br>Or by appointment. Please email: <a href="mailto:b.sebar@griffith.edu.au">b.sebar@griffith.edu.au</a> |

## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

### Additional Timetable Information

The mid-trimester exam will be held during lecture time in Week 6.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

# 2. Aims, Outcomes & Graduate Attributes

## 2.1 Course Aims

The aim of 1977MED Introduction to Health Promotion is to provide an introduction to the theory and practice of health promotion. The course examines the foundations of health promotion and its practice through a determinants-based approach.

## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Discuss the construction of health
- 2 Discuss the history and theory underpinning health promotion
- 3 Understand the determinants of health
- 4 Demonstrate an understanding of the key social, environmental, cultural, individual and health services determinants influencing public health/health promotion outcomes.
- 5 Demonstrate an understanding of the practice of health promotion using the Ottawa Charter Strategic Framework
- 6 Understand the practice of health promotion in relation to issues, populations and settings
- 7 Demonstrate skills required to be successful at university including researching and writing skills, and critical thinking.
- 8 Demonstrate a preliminary understanding of the professional field of public health

## 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)

- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

| GRADUATE ATTRIBUTE                                    | TAUGHT | PRACTISED | ASSESSED |
|---|--------|-----------|----------|
| Knowledgeable and skilled, with critical judgement    | •      | •         | •        |
| Effective communicators and collaborators             | •      | •         | •        |
| Innovative, creative and entrepreneurial              | •      |           |          |
| Socially responsible and engaged in their communities | •      |           |          |

## 3. Learning Resources

### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Library and Learning Services](#): Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

### 3.5 Other Learning Resources & Information

The textbook is available at the Gold Coast Campus bookstore and in the Reserve Section of the Gold Coast library.

## 4. Teaching & Learning Activities

### 4.1 Learning Activities

| DATE           | LECTURE   | TUTORIAL   | OTHER ACTIVITIES |
|----------------|---|--|------------------|
| 24 Feb - 1 Mar | <b>Week 1: Introduction to Course</b><br><b>Learning Outcomes:</b> 1                        | <b>Week 1: Study Skills</b><br><b>Learning Outcomes:</b> 7   |                  |
| 2 Mar - 8 Mar  | <b>Week 2: The History of Public Health</b><br><b>Learning Outcomes:</b> 1, 2               | <b>Week 2: Introductions and Teamwork</b>  |                  |
| 9 Mar - 15 Mar | <b>Week 3: Introduction to the Determinants of Health</b><br><b>Learning Outcomes:</b> 2, 3 | <b>Week 3: Determinants of childhood obesity:</b> Video: Insight: A Gutful: Is Obesity Killing our Children?<br><b>Learning Outcomes:</b> 3, 4 |                  |

| DATE            | LECTURE   | TUTORIAL  | OTHER ACTIVITIES  |
|-----------------|---|---|---|
| 16 Mar - 22 Mar | <b>Week 4: Determinants of First People's Health</b><br><b>Learning Outcomes:</b> 3, 4  | <b>Week 4: Identifying Determinants:</b><br>Identifying the determinants of obesity in children<br><b>Learning Outcomes:</b> 3, 4   |   |
| 23 Mar - 29 Mar | <b>Week 5: Determinants of Young Adult Binge Drinking</b><br><b>Learning Outcomes:</b> 3, 4   | <b>Week 5: Categorising Determinants:</b><br>Categorising the social, environmental, individual, cultural and health services determinants of obesity in children<br><b>Learning Outcomes:</b> 3, 4   |   |
| 30 Mar - 5 Apr  |   |   | <b>Week 6: Mid-Trimester Exam (Exam):</b><br>This is a one-hour multiple choice exam plus five minutes perusal in the lecture venue. Please note the start time is 13:30.<br><b>Learning Outcomes:</b> 1, 2, 3, 4 |
| 6 Apr - 12 Apr  | <b>Week 7: Addressing the Determinants of Health</b><br><b>Learning Outcomes:</b> 3, 4, 5   | <b>Week 7: Applying the Ottawa Charter:</b><br>Applying the Ottawa Charter to childhood obesity<br><b>Learning Outcomes:</b> 3, 4, 5  | <b>Week 7: Unpacking the written assignment (Discussion):</b> 1400: 1500 with Kim Cartwright and Bernadette Sebar<br><b>Learning Outcomes:</b> 3, 4, 5  |
| 20 Apr - 26 Apr | <b>Week 8: Health Education and Social Marketing</b><br><b>Learning Outcomes:</b> 2, 3, 4, 5, 6   | <b>Week 8: Developing Health Education Programs :</b> Developing a health education program to address obesity in children<br><b>Learning Outcomes:</b> 3, 4, 5   |   |
| 27 Apr - 3 May  | <b>Week 9: Healthy Settings</b><br><b>Learning Outcomes:</b> 3, 4, 5, 6   | <b>Week 9: Consultations for written assessment:</b> Class and individual consultations for written assessment<br><b>Learning Outcomes:</b> 3, 4, 5, 7  |   |
| 4 May - 10 May  | <b>Week 10: Career Development:</b><br>Students will work through the career development module and learn how to create an ePortfolio.<br><b>Learning Outcomes:</b> 8 | <b>Week 10: Creating a Group Poster (1) :</b><br>Over the next three weeks you will work on creating a poster in your groups that will demonstrate an understanding of the determinants of obesity in children and the possible solutions using the Ottawa Charter as a framework.<br><b>Learning Outcomes:</b> 1, 2, 3, 4, 5, 6, 7 |   |
| 11 May - 17 May | <b>Week 11: Building Healthy Public Policy</b><br><b>Learning Outcomes:</b> 1, 2, 3, 4, 5, 6  | <b>Week 11: Creating a Group Poster (2)</b><br><b>Learning Outcomes:</b> 1, 2, 3, 4, 5, 6, 7  |   |
| 25 May - 31 May | <b>Week 12: Course Summary and Exam Review</b><br><b>Learning Outcomes:</b> 1, 2, 3, 4, 5, 6  | <b>Week 12: Poster presentations</b><br><b>Learning Outcomes:</b> 3, 4, 5, 6, 7   |   |

## 4.2 Other Teaching and Learning Activities Information

There is three (3) hours contact per week comprising lectures and tutorial discussions on the weekly topic. The face-to-face contact will be supported by web-based and print resources comprising weblinks, lecture notes, and additional print resources.

Students will be expected to read to extend their depth of understanding, participate in tutorial activities and demonstrate an ability to utilise resources in the exploration of course content.

The tutorial exercises presume a knowledge of the lecture material (through attendance at the lecture and completing the required reading). They include group discussions and exercises which provide students with the opportunity to apply the content presented in the lectures and to critically review a current issue in health promotion in detail.

The course teaching methods allow multiple avenues for the development of basic skills and knowledge and are designed with the Griffith University Graduate Skills in mind.

## 5. Assessment Plan

### 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

| ASSESSMENT TASK  | DUE DATE                   | WEIGHTING | MARKED OUT OF | LEARNING OUTCOMES | MAXIMUM EXTENSION PERIOD |
|--|----------------------------|-----------|---------------|-------------------|--------------------------|
| Exam - selected response<br>Mid-trimester exam                                     | 1 Apr 20 13:30<br>G23_1.14 | 15%       | 100 marks     | 1, 2, 3           |                          |
| Assignment - Written Assignment<br>Is obesity predominantly an individual problem? | 3 May 20 23:59             | 30%       | 100 marks     | 3, 4, 7           |                          |
| Assignment - Practice-based Assignment<br>Career Development                       | 17 May 20 23:59            | 15%       | 15 marks      | 8                 |                          |
| Exam - constructed response<br>End of Trimester Exam                               | Examination Period         | 40%       | 40 marks      | 1, 2, 3, 4, 5, 6  |                          |

## 5.2 Assessment Detail

**Title:** Mid-trimester exam

**Type:** Exam - selected response

**Learning Outcomes Assessed:** 1, 2, 3

**Due Date:**

1 Apr 20 13:30 G23\_1.14

**Weight:** 15%

**Marked out of:** 100

**Perusal:** 5 minutes

**Duration:** 60 minutes

**Format:** Closed Book

**Task Description:**

The mid-trimester exam consists of 50 multiple-choice questions covering the content of all lecture material in Weeks 1-5 inclusive.

**Criteria & Marking:**

Two marks for each correct answer

**Location of Examination:** Wednesday Week 6 13 30-14 35 in G23\_1.14

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision
- is a proctored examination

**Title:** Is obesity predominantly an individual problem?

**Type:** Assignment - Written Assignment

**Learning Outcomes Assessed:** 3, 4, 7

**Due Date:**

3 May 20 23:59

**Weight:** 30%

**Marked out of:** 100

**Task Description:**

Write a short essay (1000 words), which develops and supports your response to the question: Is obesity predominantly an individual problem? Support your argument by identifying and discussing the main claims made by the five peer-reviewed (scholarly) papers supplied. Your argument should consider the social, environmental, cultural, and individual determinants of obesity. **ONLY** use the five references below. Remember that you are examining the **determinants** of obesity, **not** the **solutions**.

Required references for the assignment

Baker, P., Gill, T., Friel, S., Carey, G., & Kay, A. (2017). Generating political priority for regulatory interventions targeting obesity prevention: An Australian case study. *Social Science & Medicine*, 177, 141-149. Retrieved from <https://doi.org/10.1016/j.socscimed.2017.01.047>

Crino, M., Sacks, G., Vandevijvere, S., Swinburn, B., & Neal, B. (2015). The Influence on Population Weight Gain and Obesity of the Macronutrient Composition and Energy Density of the Food Supply. *Current Obesity Reports* 4, 1–10. doi: 10.1007/s13679-014-0134-7

Hawkes, C., Smith, T.G., Jewell, J., Wardle, J., Hammond, R.A., Friel, S., Thow, A.M., & Kain, J. (2015) Smart food policies for obesity prevention. *Lancet* 385, 2410-2421. [http://dx.doi.org/10.1016/S0140-6736\(14\)61745-1](http://dx.doi.org/10.1016/S0140-6736(14)61745-1)

Janssen, H. G., Davies, I. G., Richardson, L.D., & Stevenson, L. (2018). Determinants of takeaway and fast food consumption: a narrative review, *Nutrition Research Reviews* 31, 16-34. doi:10.1017/S0954422417000178

Naughton, P., McCarthy, S. N., McCarthy, M.B. (2015). The creation of a healthy eating motivation score and its association with food choice and physical activity in a cross sectional sample of Irish adults. *International Journal of Behavioural Nutrition and Physical Activity* 12(74); DOI 10.1186/s12966-015-0234-0

**Criteria & Marking:**

Have you clearly stated your argument? (10 marks)

Have you supported your argument with evidence from the literature? (30 marks)

Have you analysed rather than simply described the literature? (40 marks)

Does your argument flow logically between sentences and paragraphs? (10 marks)

Is your assignment professionally presented? Are there any typos? Is your referencing correct? (10 marks)

Please see more detailed rubric on the course Learning@Griffith site.

**Resubmission:**

A re-submission will be granted for this assessment item on the following grounds: 1. The student failed to use the required readings assigned for this assessment. 2. The student used additional resources for the assessment. 3. The Originality Report identified high levels of (unintentional) plagiarism.

**Submission:** Please submit all written assessment items through Turnitin through the Learning@Griffith site.

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- may be available for resubmission (see conditions outlined in Resubmission)

**Title:** Career Development

**Type:** Assignment - Practice-based Assignment

**Learning Outcomes Assessed:** 8

**Due Date:**

17 May 20 23:59

**Weight:** 15%

**Marked out of:** 15

**Task Description:**

This assessment task is an opportunity to explore future employment options, and plan for career success. This is just the first step on your lifelong career journey and will form the foundation for your continued action and reflection. It is important to develop a plan early in your degree, so that you can make informed decisions to help you get the skills and experiences required for success after graduation.

**Task Requirements**

To complete this task you are required to

- I. Work through the Career Focus material
- II. Complete the Worksheet: Analysis of career information for a chosen field
- III. Complete field research: organising and completing a workplace interview or watching one of the available pre-recorded interviews.
- IV. Using the information you have gathered write a 500 word reflection that contains
  - a. Your career goal
  - b. Key skills that are required for this profession including the skills you currently have that will be applicable to this profession (100-200 words)
  - c. Your plan for developing the additional skills required from both curricular and extracurricular activities (200 words), and
  - d. Broad timelines of major activities you will undertake between now and the end of your degree.
- V. Set up a professional ePortfolio. For your Portfolio you will be using PebblePad. More information on accessing and using PebblePad will be made available to you during trimester. Using the PebblePad Portfolio template, you will:
  - a. Complete an 'About me' page.
  - b. Create a sub-page named 'Career Development'. On this subpage you write your 500 word reflection and attach your completed worksheets.
  - c. Prepare and enter your resume in the 'Resume' page.

**Criteria & Marking:**

§ Extent of completion of the worksheets 3%.

§ While no marks are allocated to the viewing and analysis of pre- taped interview (or organising your own) this should be completed and your analysis used in completing the 2nd worksheet and your reflection.

§ Set up of a professional ePortfolio with the following pages: an 'About me' page, a resume, and a career development page (2%)

§ 500 word reflection demonstrates the: identifying of skills and opportunities; planning, proposing of action and steps to achieve goals; and structure. (10%)

**Submission:** Once you have completed your Portfolio assessment you will need to ensure you provide the course convenor access. Instructions on sharing your Portfolio will be made available during the Week 10 Career Development lecture.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a re-attempt provision

**Title:** End of Trimester Exam

**Type:** Exam - constructed response

**Learning Outcomes Assessed:** 1, 2, 3, 4, 5, 6

**Due Date:**

Examination Period

**Weight:** 40%

**Marked out of:** 40

**Perusal:** 10 minutes

**Duration:** 120 minutes

**Format:** Closed Book

**Task Description:**

The end of trimester exam examines students' comprehension of key concepts, theories and practices of health promotion. It will consist of multiple-choice, short answers and one short-essay question.

Please note that the compulsory essay question is based on the case study developed and worked on in the tutorials.

**Criteria & Marking:**

|   |  |
|---|--|
| Multiple Choice x 8   | 1/2 mark each (4 marks)  |
| Short answers x 4   | 4 marks each (16 marks) Requires students to demonstrate an understanding of core concepts in health promotion.  |
| Short essay x 1<br>1x compulsory (based on work completed in the tutorials) | 20 marks. This essay requires students to demonstrate an understanding of the connection between the theoretical underpinnings of health promotion presented in the first half of the course to the practice of health promotion presented in the second half. |

**This assessment item:**

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to [Assessment Submission and Return Procedures](#)

## 5.4 Other Assessment Information

**Griffith University Disclosure Statement**

*The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)*

**Supplementary Assessment** is available in this course in accordance with [Section 8 of the University Assessment Policy](#). To achieve a Pass grade for the course a pass mark for the supplementary assessment item must be achieved. Students are required to submit all assessment items for this course to be eligible for a supplementary assessment.

**Final Grades**

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

**University Policies & Guidelines**

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

**Academic Integrity**

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

**Reasonable Adjustments for Assessment - Students with Disabilities Policy**

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

**Griffith University Disclosure Statement**

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities.

Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

### Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

### Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

### Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

## MED School of Medicine

### Assessment Guidelines

The American Psychological Association Referencing Style (6<sup>th</sup> Edition) [APA 6] is the preferred standard for this course.

## 6.2 Other Policies and Guidelines

### University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the *Learning@Griffith* website. Additional information regarding the content of this course may be published on the *Learning@Griffith* website.

### Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

### Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

### Other Course Guidelines

Please see the School of Medicine (Public Health) Guidelines on the *Learning@Griffith* website

## Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

## Learning Outcomes

After successfully completing this course you should be able to:

- 1 Discuss the construction of health
- 2 Discuss the history and theory underpinning health promotion
- 3 Understand the determinants of health



- 4 Demonstrate an understanding of the key social, environmental, cultural, individual and health services determinants influencing public health/ health promotion outcomes.
- 5 Demonstrate an understanding of the practice of health promotion using the Ottawa Charter Strategic Framework
- 6 Understand the practice of health promotion in relation to issues, populations and settings
- 7 Demonstrate skills required to be successful at university including researching and writing skills, and critical thinking.
- 8 Demonstrate a preliminary understanding of the professional field of public health

## Assessment & Learning Activities

| LEARNING ACTIVITIES  | LEARNING OUTCOMES |   |   |   |   |   |   |   |
|--|-------------------|---|---|---|---|---|---|---|
|  | 1                 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Week 1: Introduction to Course (Lecture)                     | ●                 |   |   |   |   |   |   |   |
| Week 1: Study Skills (Tutorial)                              |                   |   |   |   |   |   | ● |   |
| Week 2: The History of Public Health (Lecture)               | ●                 | ● |   |   |   |   |   |   |
| Week 2: Introductions and Teamwork (Tutorial)                |                   |   |   |   |   |   |   |   |
| Week 3: Introduction to the Determinants of Health (Lecture) |                   | ● | ● |   |   |   |   |   |
| Week 3: Determinants of childhood obesity (Tutorial)         |                   |   | ● | ● |   |   |   |   |
| Week 4: Determinants of First People's Health (Lecture)      |                   |   | ● | ● |   |   |   |   |
| Week 4: Identifying Determinants (Tutorial)                  |                   |   | ● | ● |   |   |   |   |
| Week 5: Determinants of Young Adult Binge Drinking (Lecture) |                   |   | ● | ● |   |   |   |   |
| Week 5: Categorising Determinants (Tutorial)                 |                   |   | ● | ● |   |   |   |   |
| Week 6: Mid-Trimester Exam (Exam)                            | ●                 | ● | ● | ● |   |   |   |   |
| Week 7: Addressing the Determinants of Health (Lecture)      |                   |   | ● | ● | ● |   |   |   |
| Week 7: Unpacking the written assignment (Discussion)        |                   |   | ● | ● | ● |   |   |   |
| Week 7: Applying the Ottawa Charter (Tutorial)               |                   |   | ● | ● | ● |   |   |   |
| Week 8: Health Education and Social Marketing (Lecture)      |                   | ● | ● | ● | ● | ● |   |   |
| Week 8: Developing Health Education Programs (Tutorial)      |                   |   | ● | ● | ● |   |   |   |
| Week 9: Healthy Settings (Lecture)                           |                   |   | ● | ● | ● | ● |   |   |
| Week 9: Consultations for written assessment (Tutorial)      |                   |   | ● | ● | ● |   | ● |   |
| Week 10: Career Development (Lecture)                        |                   |   |   |   |   |   |   | ● |

| LEARNING ACTIVITIES                               | LEARNING OUTCOMES |   |   |   |   |   |   |   |
|---|-------------------|---|---|---|---|---|---|---|
|   | 1                 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Week 10: Creating a Group Poster (1) (Tutorial)   | •                 | • | • | • | • | • | • |   |
| Week 11: Building Healthy Public Policy (Lecture) | •                 | • | • | • | • | • |   |   |
| Week 11: Creating a Group Poster (2) (Tutorial)   | •                 | • | • | • | • | • | • |   |
| Week 12: Course Summary and Exam Review (Lecture) | •                 | • | • | • | • | • |   |   |
| Week 12: Poster presentations (Tutorial)          |                   |   | • | • | • | • | • |   |

**ASSESSMENT TASKS**

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| Mid-trimester exam                              | • | • | • |   |   |   |   |   |
| Is obesity predominantly an individual problem? |   |   | • | • |   |   | • |   |
| Career Development                              |   |   |   |   |   |   |   | • |
| End of Trimester Exam                           | • | • | • | • | • | • |   |   |

## Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

University wide attributes

| GRADUATE ATTRIBUTE   | TAUGHT | PRACTISED | ASSESSED |
|--|--------|-----------|----------|
| Knowledgeable and skilled, with critical judgement             | •      | •         | •        |
| Effective communicators and collaborators                      | •      | •         | •        |
| Innovative, creative and entrepreneurial                       | •      |           |          |
| Socially responsible and engaged in their communities          | •      |           |          |
| Culturally capable when working with First Australians         |        |           |          |
| Effective in culturally diverse and international environments |        |           |          |