

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Health and Physical Activity Promotion
<b>Unit ID:</b>	HEALT1706
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	069999

## Description of the Unit:

This unit enables students to better understand the health status of Australians through examining various National health issues, including physical activity participation, and health indicators. Students will look at past and present health promotion and physical activity programs that have been implemented to address local, state and national health and wellbeing concerns. They will also learn about the process of promoting health and physical activity, including the basics of a needs analysis, program planning, implementation and evaluation. A major focus throughout this unit is the examination of health and physical activity promotion from multiple perspectives. Not only will students need to understand basic information but also be able to critically analyse issues through a socio-critical lens using a determinants approach.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Identify and describe the biological, lifestyle/behavioural and social determinants that influence health; including primary, secondary, tertiary, modifiable and non-modifiable aspects.
- K2.** Describe the epidemiological evidence supporting the role of exercise and physical activity participation and sedentary behaviour in the prevention of lifestyle-related diseases; as well as the effects that they have on these diseases and the dose-response relationship.
- K3.** Describe the indicators for health (e.g. blood lipids; blood pressure; blood glucose; and body composition levels) and explain the relationship between body composition, and risk factors for diseases such as cancer, cardiovascular disease, diabetes and hypertension.
- K4.** Evaluate the evidence related to exercise and the mental wellbeing of individuals and groups.
- K5.** Discuss the economic impact of participation in physical activity and sedentary behaviour and the cost effectiveness of various programs (e.g. government, community, corporate or private programs).
- K6.** Describe the roles of Exercise Scientists within the Australian health system and health promotion.

#### Skills:

- S1.** Communicate effectively in written, oral and visual forms.
- S2.** Examine and reflect critically on the range of factors that influence health, physical activity participation, and sedentary behaviour.
- S3.** Critically analyse evidence to justify and/or evaluate the design of programs aimed at improving health and physical activity participation of individuals and communities.
- S4.** Demonstrate the ability to effectively communicate, interact and work with others.

#### Application of knowledge and skills:

- A1.** Promote improved health and physical activity levels.
- A2.** Apply best practice principles to recommend appropriate levels of physical activity for populations and sub-groups.
- A3.** Investigate population and individual needs for health & physical activity within a broader social context; taking into consideration the social determinants of health and the health system.

#### Unit Content:

- Australia's health and health care system and the role of exercise and sports sciences.
- Definition and indicators of health;
- Determinants of health;
- Risk factors for lifestyle related diseases incl. primary, secondary, tertiary, modifiable, non-modifiable;
- The relationship between physical activity, sedentary behaviour and health; and best practice principles for physical activity;
- Economic impact of physical activity and sedentary behaviour;
- Analysing health and physical activity needs for specific groups;
- Applying evidence and guidelines to design health and physical activity programs;

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, A1, A2, A3	Active engagement with all unit content to complete formative assessments.	Engagement (and where required attendance) required to satisfy ongoing formative assessments.	Satisfactory/Unsatisfactory
K1, K2, K3, K4, K6, S1, A1	Develop an informative poster on the importance of physical activity and/or sedentary behaviour on health, the impact of social determinants and role of exercise and sport science in promotion of health	Poster	20-30%
K1, K2, K4, K5, S1, S2, S3, A3	Research a current health issue related to an exercise, physical activity promotion or sedentary behaviour and critically analyse the program.	Critical analysis report	20-30%
K1, K2, K5, S1, S2, S3, S4, A1, A2, A3	Development of a video presentation that promotes health and physical activity levels or reduces sedentary behaviour to specific population groups.	Group presentation (Asynchronous)	30-50%

**Adopted Reference Style:**

APA ()

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)