

# Unit Outline (Higher Education)

**Institute / School:** Institute of Innovation, Science & Sustainability

**Unit Title:** Health and Physical Activity Promotion

**Unit ID:** SCBFN1004

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (HEALT1706)

**ASCED:** 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. Students will acquire skills to 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: Student is not undertaking work experience in industry.

**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 in the prevention of lifestyle related diseases; as well as the effects that exercise and physical activity 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 research literature on the economic impact of participation in physical activity and the cost effectiveness of community and corporate health and fitness programs, including needs and objectives of private and commercial programs.

#### Skills:

- S1.** Communicate effectively in written, oral and nonverbal forms to meet the needs of the specific audience.
- S2.** Examine and reflect critically on the range of factors that influence health and physical activity participation.
- S3.** Critically analyse current strategies aimed at improving health and physical activity participation of individuals and communities.

#### Application of knowledge and skills:

- A1.** Plan, market, promote and evaluate population or community level interventions for improving 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 and physical activity within a broader social context; taking into consideration the social determinants of health and the health system.

#### Unit Content:

Topics may include:

- Australia's health and Australia's health care system;
- 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 and health; and best practice principles for physical activity;
- Analysing health and physical activity needs for specific groups;
- Planning, delivering and evaluating health and physical activity efforts;
- Marketing health and physical activity promotion.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	N/A	N/A
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	N/A	N/A
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	S2, S3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	N/A	N/A
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	A1, A3	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1-2; K4-5; S1, S3; A3.	Research and critically analyse a current health or physical activity promotion program.	Written report	10-30%
K1-5; S1-3; A1-3.	Development of a health or physical activity marketing or promotional campaign.	Project	30-50%
K1-5; S1-3; A2-3	Self-directed study of unit knowledge, skills and application of content.	Theory Exam or Test	30-50%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)