

HPE300 Personal, Social and Community Health

School: School of Education and Tertiary Access

2027 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course explores contemporary health issues impacting children and adolescents aged 5–18 years and examines how existing health theory and evidence-based health promotion strategies and interventions are leveraged to support young people to flourish. You will explore how identities, relationships, change and choices shape health outcomes across the lifespan and how we can best support health literacy development in young people and empower them to make healthy and safe decisions to take care of their own health, and support others around them in their community.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings. | 2hrs | Week 1 | 9 times |
| Tutorial/Workshop 1 – The tutorial/workshop for this course is synchronous and involves on-campus engagement with content and application of learning materials. | 2hrs | Week 1 | 10 times |

1.3. Course Topics

- Physical, mental and social health risks for young people.
- Influences of identity, relationships, change, culture, environments on young people's health and wellbeing across key developmental stages.
- Health literacy development and health promotion for young people

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | GRADUATE QUALITIES |
|--|--|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... |
| 1 Analyse physical, mental, and social health risks and issues affecting children and young people (5–18 years) and explain how these risks change across key developmental stages. | Knowledgeable Information literacy |
| 2 Investigate the influence of identity, relationships, change, culture, environments on young people's health and wellbeing and decision making. | Creative and critical thinker Problem solving |
| 3 Design, justify and evaluate age-appropriate health promotion strategies that support and empower young people's to be able to make informed, safe and healthy choices to maintain and improve their own health | Creative and critical thinker Problem solving |
| 4 Reflect on personal health literacy developmental, professional growth and changes in teaching philosophy in relation to contemporary issues that affect youth health. | Empowered Communication |

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Feedback on the outline of your presentation will be provided in week 3

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|------------------------|---------------------|-------------|---|-----------------------|--|
| All | 1 | Oral | Group | 50% | Slides/presentation outline: Max 10 x slides excluding references slide; Presentation: 12-15mins | Week 5 | Online Assignment Submission with plagiarism check |
| All | 2 | Oral and Written Piece | Individual | 50% | Reflective journal (Max 10 page). Online video submission: Max 10 mins | Week 10 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Youth health presentation

| GOAL: | To investigate health issues that affect young people and to design and justify health promotion strategies that support and empower young people | | | | | | | | | | | | | |
|------------------------------|---|---------------------------|--|---------------------------|---|---|---|---|---|---|---|---|---|--|
| PRODUCT: | Oral | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | |
| FORMAT: | <p>In week 1, your group will be allocated a youth health issue and presentation week. As a group you are required to research the youth health issue and create a 15min presentation. You are required to submit your presentation outline and slides in week 5 and will be present your presentation to your peers in your allocated tutorial. Each group member must present for a minimum of 4minutes each.</p> <p>Your presentation should:</p> <ul style="list-style-type: none"> - identify the health issue affecting young people (5–18 years) including prevalence, risks, safety and/or harm minimisation for young people and local and community level supports and services/agencies/bodies. - investigate how identity, relationships, change and decision-making influence health outcomes across developmental stages in relation to the health issue - provide examples of evidence-informed strategies used to support health literacy development and help-seeking in relation to the health issue. - design, justify and evaluate an age-appropriate health promotion strategy that could support and empower young people to be able to maintain and improve their own health and well-being. | | | | | | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Analysis of health risk and issue and explanation of how risks change across key developmental stages</td> <td>1</td> </tr> <tr> <td>2</td> <td>Investigation into the influence of identity, relationships, change, culture, environments on young people’s health and wellbeing and decision making</td> <td>2</td> </tr> <tr> <td>3</td> <td>Justification and evaluation of a health promotion strategy that supports and empowers young people to be able to make informed, safe and healthy choices to maintain and improve their own health and well-being</td> <td>3</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Analysis of health risk and issue and explanation of how risks change across key developmental stages | 1 | 2 | Investigation into the influence of identity, relationships, change, culture, environments on young people’s health and wellbeing and decision making | 2 | 3 | Justification and evaluation of a health promotion strategy that supports and empowers young people to be able to make informed, safe and healthy choices to maintain and improve their own health and well-being | 3 | |
| No. | | Learning Outcome assessed | | | | | | | | | | | | |
| 1 | Analysis of health risk and issue and explanation of how risks change across key developmental stages | 1 | | | | | | | | | | | | |
| 2 | Investigation into the influence of identity, relationships, change, culture, environments on young people’s health and wellbeing and decision making | 2 | | | | | | | | | | | | |
| 3 | Justification and evaluation of a health promotion strategy that supports and empowers young people to be able to make informed, safe and healthy choices to maintain and improve their own health and well-being | 3 | | | | | | | | | | | | |
| GENERIC SKILLS: | Communication, Collaboration, Organisation, Information literacy | | | | | | | | | | | | | |

All - Assessment Task 2: Reflective journal and health literacy presentation

| | | |
|------------------------------|--|--|
| GOAL: | To reflect on your professional growth during the course and development of your personal teaching philosophy in relation to contemporary health needs of young people. | |
| PRODUCT: | Oral and Written Piece | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | <p>Part A – Reflective journal: Throughout the trimester, your peers will present on health risks and issues affecting young people and suggest health promotion strategies. You will watch the presentations, reflect on learnings and collate your perspectives into a reflective journal which will be submitted via Canvas (Max 10 pages).</p> <p>Part B – Reflective health literacy video reflection: You are also required to create a 10minute reflective video presentation which will provide a summary of your learning throughout the course, specifically in relation to health literacy development, health issues and health promotion for young people.</p> <p>Your presentation should:</p> <ul style="list-style-type: none"> • provide an overview of your weekly reflections focusing on how you have deepened your knowledge and understandings of the multifaceted nature of health, the bidirectional relationship between various health risks, and health literacy development in young people more broadly • discuss the influence of identity, relationships, change, culture, environments on young people’s health and wellbeing and decision making. • reflect on your professional growth in knowledge, understandings and skills during the course including discussion across the three levels of health literacy (functional, interactive, critical) • evaluate and justify your views and feelings towards the health risks discussed and suggested health promotion strategies for young people covered in the course. • reflect on your professional growth and development of personal teaching philosophy in relation to contemporary health issues affecting young people | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Analysis and evaluation of health issues and health promotion strategies for young people across key developmental stages. 1 |
| | 2 | Investigation and discussion of how identity, relationships, change, culture, environments influence young people’s health and wellbeing and decision making. 2 |
| | 3 | Evaluation of age-appropriate health promotion strategies that support and empower young people’s to be able to make informed, safe and healthy choices to maintain and improve their own health 3 |
| | 4 | Reflection on personal health literacy developmental, professional growth and changes in teaching philosophy in relation to contemporary issues that affect youth health. 4 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Applying technologies, Information literacy | |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)

