

PUB104 Introduction to Behavioural Health

School: School of Health - Public Health

2026 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.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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

Ensuring healthy lives and promoting well-being at all ages is essential to sustainable development. This introductory course will provide you with broad knowledge and skills needed to understand health behaviours and other individual health determinants. You will analyse, evaluate and communicate health information. You will explore and apply behavioural health concepts and theories. You will analyse, generate and communicate knowledge, solutions and ideas related to health promoting factors, behaviours and evidence-based interventions that can positively influence health and wellbeing.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Tutorial/Workshop 1 – 2 hours workshop | 2hrs | Week 1 | 12 times |
| Learning materials – 2 hours of independent structured learning materials | 2hrs | Week 1 | 12 times |
| ONLINE | | | |
| Tutorial/Workshop 1 – 2hrs online workshop | 2hrs | Week 1 | 12 times |
| Learning materials – 2 hours of independent structured learning materials | 2hrs | Week 1 | 12 times |

1.3. Course Topics

Defining and measuring health
 Behavioural health key concepts and definitions
 Factors and events influencing health across the lifespan: child development, adult development, end of life
 Behaviours (i.e. stress management, physical activity, healthy nutrition, pain management) that can promote quality of life, health and wellbeing for all
 Theories and models of behaviour change
 Development of healthy behaviours and healthy lifestyles

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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 MAPPING | PROFESSIONAL STANDARD MAPPING * |
|---|--|--|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | International Union for Health Promotion and Education |
| 1 Develop an understanding of key concepts, definitions and theories related to behavioural health. | Knowledgeable Empowered Information literacy | B.3, 1.4, 5.4, 6.4 |
| 2 Review, summarise and communicate evidence related to a health topic. | Empowered Communication Organisation Information literacy | A.11, 4.1, 6.3, 9.4 |
| 3 Apply health behaviour theories and knowledge to analyse and address a health topic. | Empowered Communication Organisation Information literacy | B.3, 1.4, 5.4, 6.4 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|---|--|
| INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION | |
| B.3 | The determinants of health and their implications for health promotion action |
| A.11 | Being accountable for the quality of one's own practice and taking responsibility for maintaining and improving knowledge and skills |
| 1.4 | Facilitate the development of personal skills that will maintain and improve health |
| 4.1 | Use effective communication skills including written, verbal, nonverbal, and listening skills |
| 5.4 | Incorporate new knowledge to improve practice and respond to emerging challenges in health promotion |
| 6.3 | Collect, review and appraise relevant data, information and literature to inform health promotion action |
| 6.4 | Identify the determinants of health which impact on health promotion action |
| 9.4 | Use research and evidence-based strategies to inform practice |

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

A practice quiz will be available in week 1 of teaching for students to complete prior to the first quiz due in week 3 of teaching.

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 | Quiz/zes | Individual | 20% | Variable | Refer to Format | Online Test (Quiz) |
| All | 2 | Report | Individual | 40% | 1200 words | Week 9 | Online Submission |
| All | 3 | Artefact - Professional | Individual | 40% | Up to 800 words | Week 12 | Online Submission |

All - Assessment Task 1: Quizzes

| | | | |
|------------------------------|---|---|----------------------------------|
| GOAL: | To allow you to demonstrate and evaluate your knowledge acquisition and understanding of the key concepts, definitions and theories used in behavioural health. | | |
| PRODUCT: | Quiz/zes | | |
| AUTHORSHIP STATEMENT: | | | |
| FORMAT: | Submit: Weeks 3,5,7&11. Further details will be made available on Canvas. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Identification and application of terminology, knowledge, concepts and theories related to behavioural health | 1 |
| | 2 | Accuracy of your answers | 1 |
| GENERIC SKILLS: | Problem solving, Information literacy | | |

All - Assessment Task 2: Summaries of scientific journal articles

| | | |
|------------------------------|---|---|
| GOAL: | To demonstrate your skills in searching for, evaluating, selecting and summarising relevant bodies of knowledge, theory, and research. | |
| PRODUCT: | Report | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | Source at least two relevant and recent (published in the last six years) full-text original research articles on a given health topic and/or theory. You will evaluate and summarise the articles in a Word document. Based on the evidence available in the articles selected you must propose practice-oriented recommendations that will be of interest for clients and health professionals. The Vancouver-JAMA style of referencing will be used for this assessment. Further details will be made available on Canvas. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Relevance of search strategy and articles selected for inclusion 2 |
| | 2 | Articles appraisal (evaluation) quality 2 |
| | 3 | Accuracy and clarity in conveying key findings from the articles 2 |
| | 4 | Quality of recommendations based on the articles 2 |
| | 5 | Quality of product (i.e., structure, syntax, grammar and referencing) 2 |
| GENERIC SKILLS: | Communication, Organisation, Information literacy | |

All - Assessment Task 3: Professional health communication product

| | | |
|------------------------------|---|---|
| GOAL: | To apply health behaviour theories, knowledge and literature-based evidence to inform health promotion action. | |
| PRODUCT: | Artefact - Professional | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | Professional artefact. You will develop a communication product that integrates core knowledge, theory and evidence-based information relevant to a given health priority area. Further details will be made available on Canvas. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Accuracy of information included 2 3 |
| | 2 | Integration of relevant theories 1 3 |
| | 3 | Integration of relevant knowledge 1 3 |
| | 4 | Integration and communication of appropriate evidence 1 2 |
| | 5 | Quality of product 1 3 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation | |

6.4. Assessment to competency mapping

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|---|-------------------------|---|------------|-----------------------------|
| THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011 | | | | |
| All delivery modes | Artefact - Professional | Professional health communication product | 1.4 | Taught, Practiced, Assessed |
| | | | 5.4 | Taught, Practiced, Assessed |
| | | | 9.4 | Taught, Practiced, Assessed |
| | | | A.11 | Taught, Practiced, Assessed |
| | Quiz/zes | Quizzes | 1.4 | Taught, Practiced, Assessed |
| | | | 5.4 | Taught, Practiced, Assessed |
| | | | 6.4 | Taught, Practiced, Assessed |
| | | | B.3 | Taught, Practiced, Assessed |
| | Report | Summaries of scientific journal articles | 4.1 | Taught, Practiced, Assessed |
| | | | 6.3 | Taught, Practiced, Assessed |
| | | | 9.4 | Taught, Practiced, Assessed |
| | | | A.11 | Taught, Practiced, Assessed |

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

Students will be required to have access to a reliable Internet connection, a computer, a microphone headset and a webcam for Technology Enabled Learning and Teaching Activities.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

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](#)