

# PUB252 Health Promotion Assessment and Planning

School: School of Health - Public Health

2026 Trimester 1

UniSC Sunshine Coast **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](http://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

In this course, you will develop knowledge and skills required to conduct a community health and wellbeing assets and needs assessment, and compile an evidence-based culturally safe health promotion plan in partnership with stakeholders. You will develop research skills to source, interpret and report existing and new quantitative and qualitative community assessment data on health and wellbeing socio-ecological determinants. You will conduct a health and wellbeing issue analysis, and develop related SMART project goal, objectives and sub-objectives, and related impact and outcome evaluation.

### 1.2. How will this course be delivered?

| ACTIVITY  | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>   |       |                |           |
| <b>Learning materials</b> – Independent structured learning materials | 2hrs  | Week 1         | 12 times  |
| <b>Tutorial/Workshop 1</b> – Workshop                                 | 2hrs  | Week 1         | 12 times  |

### 1.3. Course Topics

Health promotion community assessment and planning competencies

Health promotion planning models and frameworks

Community assets and needs assessment

Sourcing, appraising and reporting health and wellbeing data and evidence using credible secondary sources

Community engagement, partnerships and Cultural Safety

Collecting and analysing primary health and well-being data

Determining health and well-being priorities

Analysing determinants and population characteristics of health and well-being priorities

Health promotion project planning: goals, objectives, sub-objectives; impact and outcome evaluation

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 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 Source, interpret, synthesise and report evidence on the socio-ecological determinants of health and wellbeing for a priority community.                                    | Knowledgeable<br>Empowered   | 6.2, 6.3, 6.4, 6.5                                     |
| 2 Design qualitative data collection tools to collect and analyse health and wellbeing information from stakeholder groups.   | Empowered<br>Ethical   | A.6, B.8, 6.2, 9.1, 9.4                                |
| 3 Use evidence-based literature to conduct a comprehensive health and wellbeing issue analysis and develop a health promotion plan to address the health and wellbeing issue. | Empowered<br>Ethical   | A.4, A.5, B.5, A.6, 3.1, 7.1, 7.2, 7.3, 7.4, 9.1, 9.2  |

### \* Competencies by Professional Body

| CODE  | COMPETENCY   |
|---|--|
| <b>INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION</b> |  |
| A.4   | Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalisation              |
| A.5   | Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing             |
| B.5   | Health promotion models and approaches which support empowerment, participation, partnership and equity as the basis for health promotion action |
| A.6   | Ensuring that health promotion action is beneficial and causes no harm   |
| B.8   | The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action  |
| 3.1   | Engage partners from different sectors to actively contribute to health promotion action   |
| 6.2   | Use a variety of assessment methods including quantitative and qualitative research methods  |
| 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  |
| 6.5   | Identify the health needs, existing assets and resources relevant to health promotion action   |
| 7.1   | Mobilise, support and engage the participation of stakeholders in planning health promotion action   |
| 7.2   | Use current models and systematic approaches for planning health promotion action  |

| CODE | COMPETENCY   |
|------|--|
| 7.3  | Develop a feasible action plan within resource constraints and with reference to existing needs and assets     |
| 7.4  | Develop and communicate appropriate, realistic and measurable goals and objectives for health promotion action |
| 9.1  | Identify and use appropriate health promotion evaluation tools and research methods                            |
| 9.2  | Integrate evaluation into the planning and implementation of all 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

Must have completed 48 units of any program

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

PUB705

### 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

Weekly workshop assessment practice activities will be used to provide you with early feedback to support your preparation for all tasks. In week 4, formative feedback will be available in class for Task 1b. Feedback on Task 2 will provide guidance towards completion of Task 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           | 1a       | Report                  | Individual          | 0%          | Completion of a report template | Week 4                | Online Submission         |
| All           | 1b       | Report                  | Individual          | 40%         | Completion of report template   | Week 6                | Online Submission         |
| All           | 2        | Artefact - Professional | Group               | 30%         | Completion of a template        | Week 9                | Online Submission         |
| All           | 3        | Plan                    | Individual          | 30%         | Approx. 1,500 words             | Exam Period           | Online Submission         |

### All - Assessment Task 1a: Formative health promotion community assessment

|                              |  |   |
|------------------------------|--|---|
| <b>GOAL:</b>                 | To practice and receive feedback on your knowledge and skills in aspects of health promotion community assessment.                   |   |
| <b>PRODUCT:</b>              | Report   |   |
| <b>AUTHORSHIP STATEMENT:</b> |  |   |
| <b>FORMAT:</b>               | You will provide responses to one (1) short answer question on a community assessment case study using the report template provided. |   |
| <b>CRITERIA:</b>             | <b>No.</b>   | <b>Learning Outcome assessed</b>  |
|                              | 1  | Application of frameworks to assess the health and wellbeing of a population <span style="float: right;">1</span> |
|                              | 2  | Appropriate integration of evidence <span style="float: right;">1</span>  |
| <b>GENERIC SKILLS:</b>       | Problem solving, Information literacy  |   |

### All - Assessment Task 1b: Health promotion community assessment

|                              |  |   |
|------------------------------|--|---|
| <b>GOAL:</b>                 | To demonstrate your knowledge and skills in health promotion community assessment including; community profiling; sourcing, interpreting, and reporting community health and wellbeing evidence from secondary sources; planning community engagement; and designing primary data collection methods, tools and questions.   |   |
| <b>PRODUCT:</b>              | Report   |   |
| <b>AUTHORSHIP STATEMENT:</b> |  |   |
| <b>FORMAT:</b>               | <p>You will compile a community assessment case example report for a priority community which will involve 1) identifying the type of community; 2) sourcing, interpreting, and reporting community health and wellbeing data from secondary sources; 3) designing primary data collection methods, tools and questions; and 4) processes for engage community stakeholders.</p> <ul style="list-style-type: none"> <li>• Use Vancouver style referencing.</li> <li>• Further details on how to approach and complete the task will be available on Canvas.</li> </ul> |   |
| <b>CRITERIA:</b>             | <b>No.</b>   | <b>Learning Outcome assessed</b>  |
|                              | 1  | Accuracy of sourcing, categorisation and reporting appropriate secondary data. <span style="float: right;">1</span>                               |
|                              | 2  | Design of primary data collection to assess the health and wellbeing perceptions of a stakeholder group. <span style="float: right;">2</span>     |
|                              | 3  | Design processes to meaningfully engage community stakeholders in community health and wellbeing assessment. <span style="float: right;">2</span> |
|                              | 4  | Appropriate integration of evidence to inform and support the community health and wellbeing assessment. <span style="float: right;">1</span>     |
|                              | 5  | Interpretation of community health and wellbeing findings. <span style="float: right;">1</span>   |
| <b>GENERIC SKILLS:</b>       | Problem solving, Applying technologies, Information literacy   |   |

**All - Assessment Task 2:** Health and wellbeing issue analysis

| <b>GOAL:</b>                 | To demonstrate your knowledge and skills in working collaboratively to undertake and communicate a health and wellbeing issue analysis for a priority community.   |                           |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
|------------------------------|--|---------------------------|--|---------------------------|---|---|---|---|--|---|---|--|---|---|--|---|--|
| <b>PRODUCT:</b>              | Artefact - Professional  |                           |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
| <b>AUTHORSHIP STATEMENT:</b> |  |                           |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
| <b>FORMAT:</b>               | <p>In small groups you will work collaboratively to develop and present, using a mind map, a health and wellbeing issue analysis for your selected health and wellbeing issue.</p> <p>Your mind map is to be delivered using appropriate technology.</p> <p>Your health and wellbeing issue analysis will be based on the evidence and describe the health and wellbeing priority and communities/populations impacted by the issue, and present the full range of individual and environmental level socio-ecological determinants of the issue.</p> <p>Use Vancouver-JAMA style referencing.</p> <p>Further details on how to undertake a health and wellbeing issue analysis will be available on Canvas.</p> |                           |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
| <b>CRITERIA:</b>             | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Accuracy of the description and impact of the health and wellbeing issue on the community, and prioritisation criteria.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Appropriate integration of evidence for the health and wellbeing issue analysis.</td> <td>1</td> </tr> <tr> <td>3</td> <td>Accuracy of the health and wellbeing issue analysis.</td> <td>3</td> </tr> <tr> <td>4</td> <td>Quality of collaboration to produce the health and wellbeing issue analysis.</td> <td>3</td> </tr> </tbody> </table>  | No.                       |  | Learning Outcome assessed | 1 | Accuracy of the description and impact of the health and wellbeing issue on the community, and prioritisation criteria. | 3 | 2 | Appropriate integration of evidence for the health and wellbeing issue analysis. | 1 | 3 | Accuracy of the health and wellbeing issue analysis. | 3 | 4 | Quality of collaboration to produce the health and wellbeing issue analysis. | 3 |  |
| No.                          |  | Learning Outcome assessed |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
| 1                            | Accuracy of the description and impact of the health and wellbeing issue on the community, and prioritisation criteria.  | 3                         |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
| 2                            | Appropriate integration of evidence for the health and wellbeing issue analysis.   | 1                         |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
| 3                            | Accuracy of the health and wellbeing issue analysis.   | 3                         |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
| 4                            | Quality of collaboration to produce the health and wellbeing issue analysis.   | 3                         |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |
| <b>GENERIC SKILLS:</b>       | Collaboration, Problem solving, Information literacy   |                           |  |                           |   |   |   |   |  |   |   |  |   |   |  |   |  |

### All - Assessment Task 3: Health promotion project plan

| <b>GOAL:</b>                 | To develop your knowledge and skills in evidence-based health promotion planning to address a health and wellbeing issue in a community.   |                           |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
|------------------------------|--|---------------------------|--|---------------------------|---|---|---|---|---|---|---|--|---|---|---|---|---|--|---|--|
| <b>PRODUCT:</b>              | Plan   |                           |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
| <b>AUTHORSHIP STATEMENT:</b> |  |                           |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
| <b>FORMAT:</b>               | <p>Individually you will develop an evidence-based health promotion plan to address your selected community health and wellbeing issue. The plan will be based on the health and wellbeing issue analysis (and related evidence) reported in Task 2.</p> <p>You will use the evidence to: describe the health and wellbeing issue and health and wellbeing issue analysis; develop and provide justification for the goal, objectives and sub-objectives for your health and wellbeing issue analysis; and develop and provide justification for outcome and impact evaluation to evaluate your goal, objectives and sub-objectives. You will have opportunities to receive feedback on your draft goal, objectives and sub-objectives and related evaluation prior to submission of your final plan, through in-class activities.</p> <p>Use Vancouver-JAMA style referencing.</p> <p>Further details on how to approach and structure the health promotion plan will be available on Canvas.</p> |                           |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
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| No.                          |  | Learning Outcome assessed |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
| 1                            | Appropriate integration of evidence used throughout the plan.  | 3                         |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
| 2                            | Accuracy of the goal, objectives, sub-objectives.  | 3                         |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
| 3                            | Accuracy of the impact and outcome evaluation.   | 3                         |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
| 4                            | Quality of the justification for the partnerships, goal, objectives, sub-objectives, and impact and outcome evaluation.  | 3                         |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
| 5                            | Accuracy of the description and impact of the health and wellbeing issue on the community, prioritisation criteria, and health and wellbeing issue analysis.   | 3                         |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |
| <b>GENERIC SKILLS:</b>       | Communication, Problem solving, Information literacy   |                           |  |                           |   |   |   |   |   |   |   |  |   |   |   |   |   |  |   |  |

#### 6.4. Assessment to competency mapping

| PROGRAMME DELIVERY MODE   | ASSESSMENT TYPE         | TITLE   | COMPETENCY                            | TEACHING METHODS |
|---|-------------------------|---|---------------------------------------|------------------|
| <b>THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011</b> |                         |   |                                       |                  |
| All delivery modes  | Artefact - Professional | Health and wellbeing issue analysis             | 4.2                                   | Assessed         |
|   |                         |   | 6.3                                   | Assessed         |
|   |                         |   | 6.4                                   | Assessed         |
|   |                         |   | B.7                                   | Assessed         |
|   |                         |   | B.8                                   | Assessed         |
|   | Plan                    | Health promotion project plan                   | 7.2                                   | Assessed         |
|   |                         |   | 7.4                                   | Assessed         |
|   |                         |   | 8.5                                   | Assessed         |
|   |                         |   | 9.1                                   | Assessed         |
|   |                         |   | 9.2                                   | Assessed         |
|   |                         |   | B.7                                   | Assessed         |
|   | Report                  | Formative health promotion community assessment | 6.5                                   | Assessed         |
|   |                         |   | Health promotion community assessment | 3.1              |
|   |                         | Health promotion community assessment           | 6.3                                   | Assessed         |
|   |                         |   | 6.5                                   | Assessed         |
|   |                         |   | 6.7                                   | Practiced        |
|   |                         |   | 7.2                                   | Assessed         |
|   |                         |   | B.3                                   | Assessed         |
| B.7   | Assessed                |   |                                       |                  |
| B.8   | 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

Nil

#### 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](#)