

PUB252 Health Promotion Assessment and Planning

School: School of Health - Public Health

2024 Semester 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 usc.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 specialised knowledge and skills required to conduct a community health and wellbeing assets and needs assessment, and compile an evidence-based 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 determinants. You will conduct a health and wellbeing priority analysis and develop related SMART project goal, objectives and sub-objectives, and impact and outcome evaluation.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – Independent structured learning materials | 2hrs | Week 1 | 13 times |
| Tutorial/Workshop 1 – Workshop | 2hrs | Week 1 | 13 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, critique, interpret, synthesise and report information on the determinants of health and wellbeing for a priority community. | Knowledgeable 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 Ethical | A.6, B.8, 6.2, 9.1, 9.4 |
| 3 Use evidence-based literature to conduct a comprehensive health and wellbeing priority analysis and develop a health promotion plan to address the health and wellbeing priority. | Empowered 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 |
|---|--|
| INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION | |
| 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 |
| 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 |

| CODE | COMPETENCY |
|------|--|
| 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

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

PUB705

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

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 in-class practice activities will be used to provide you with early feedback to support your preparation for all tasks. In week 3, formative feedback will be available in class for Task 1. 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 | Case Study | Individual | 0% | One (1) short answer question | Week 3 | In Class |
| All | 1b | Case Study | Individual | 40% | Five (5) short answer question responses | Week 6 | Online Submission |
| All | 2 | Oral | Group | 30% | 15 minutes + 2 minutes questions | Week 9 | In Class |
| All | 3 | Written Piece | Individual | 30% | 1,500 words | Week 13 | Online Submission |

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

| | |
|-----------------|---|
| GOAL: | To practice and receive feedback on your knowledge and skills in aspects of health promotion community assessment |
| PRODUCT: | Case Study |
| FORMAT: | You will provide responses to one (1) short answer question on a community assessment case study. |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|-----|--|
| | 1 | Application of frameworks to assess the health and wellbeing of a population |
| | | ① |

All - Assessment Task 1b: Health promotion community assessment

| | | |
|------------------|--|--|
| GOAL: | To demonstrate your knowledge and skills in health promotion community assessment including; community profiling; sourcing, critiquing, interpreting and reporting community health and wellbeing information from secondary sources; designing primary data collection methods and tools; analysing qualitative data; and planning for community engagement. | |
| PRODUCT: | Case Study | |
| FORMAT: | You will provide responses to five (5) short answer questions on a community assessment case study. Questions will relate to the following elements of community assessment: 1) community profiling; 2) sourcing, critiquing, interpreting and reporting community health and wellbeing data from secondary sources; 3) designing primary data collection methods and tools; 4) analysing qualitative data; and 5) engaging with community stakeholders. Use Vancouver-JAMA style referencing. Further details on how to approach and complete the task will be available on Canvas. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Accuracy of sourcing, reporting and interpretation of appropriate quality secondary data |
| | | ① |
| | 2 | Design of interview protocol and questions to assess health and wellbeing perceptions of a stakeholder group |
| | | ② |
| | 3 | Analysis of qualitative health and wellbeing data |
| | | ① |
| | 4 | Application of frameworks to assess the health and wellbeing of a population |
| | | ① ② |
| | 5 | Design processes to meaningfully engage community stakeholders in community assessment |
| | | ② |

All - Assessment Task 2: Health and wellbeing priority analysis

| | |
|-----------------|---|
| GOAL: | To demonstrate your knowledge and skills in working collaboratively to undertake and communicate a health and wellbeing priority analysis for a priority community. |
| PRODUCT: | Oral |
| FORMAT: | In small groups you will work collaboratively to develop and present via an oral presentation a health and wellbeing priority analysis for your selected community/population. Your oral presentation is for a professional audience and to be delivered via appropriate technology, for example, PowerPoint. Your presentation will be based on the evidence and: describe the health and wellbeing priority and community/population; and present the full range of individual and environmental level determinants of the priority. Use Vancouver-JAMA style referencing. Further details on how to undertake a health priority analysis and the oral presentation requirements will be available on Canvas. |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|-----|---|
| | 1 | Application of relevant health promotion planning frameworks and/or models ① |
| | 2 | Accuracy of the description of the health and wellbeing priority and community, and impact of the priority on the community ③ |
| | 3 | Appropriateness of evidence for the health and wellbeing priority analysis ① |
| | 4 | Accuracy of the health and wellbeing priority analysis ③ |
| | 5 | Extent of collaboration to produce the oral presentation ③ |
| | 6 | Quality of the design and delivery of the oral presentation ③ |

All - Assessment Task 3: Health promotion plan

| | | |
|------------------|--|---|
| GOAL: | To develop your knowledge and skills in evidence-based health promotion planning to address a health and wellbeing priority in a community. | |
| PRODUCT: | Written Piece | |
| FORMAT: | <p>Individually you will develop a health promotion plan to address your community health and wellbeing priority. The plan will be based on the health and wellbeing priority analysis (and related evidence) presented in Task 2.</p> <p>You will use the evidence to: describe the health and wellbeing priority; develop and provide justification for necessary partnerships; application of best practice principles; the goal, objectives and sub-objectives for your health and wellbeing priority analysis; and develop and provide justification for outcome and impact evaluation to evaluate your goal, objectives and sub-objectives.</p> <p>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> | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Application of relevant health promotion planning frameworks and/or models, principles and processes ③ |
| | 2 | Appropriateness of evidence used throughout the plan ③ |
| | 3 | Technical accuracy of the goal, objectives, sub-objectives ③ |
| | 4 | Technical accuracy of the evaluation plan components ③ |
| | 5 | Quality of the justification for the goal, objectives, sub-objectives, and impact and outcome evaluation ③ |
| | 6 | Accuracy of the description of the health and wellbeing priority and community, and impact of the priority on the community ③ |

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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au