COURSE OUTLINE

PUB271 Health Promotion Principles

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 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 foundation course will develop your foundation knowledge of health promotion, and skills in critiquing health promotion practice and engaging in professional advocacy. You will learn about the development of health promotion, professional competencies, core concepts and theory, and the underlying values and principles from critical through to selective health promotion approaches. You will apply your health promotion knowledge and skills to critique health promotion initiatives for evidence of, and advocate for best practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Independent structured learning materials	2hrs	Week 1	12 times
Tutorial/Workshop 1 – On-campus workshop	2hrs	Week 1	12 times

1.3. Course Topics

Development of health promotion

Health promotion professional competencies

Health and wellbeing determinants

Health promotion priorities including climate and health, and the SDGs

Health promotion concepts, values and principles

Health promotion models and settings

Health promotion approaches

Cultural Safety in health promotion practice

Health promotion professional advocacy

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * International Union for Health Promotion and Education
1 Critically reflect on core health promotion theory, concepts and skills.	Knowledgeable Ethical Communication Collaboration	A.1, B.1, A.2, A.3, A.4, A.5, A.6, A.9
2 Critique health promotion action using values and principles evident in health promotion practice.	Empowered Ethical Collaboration Problem solving Applying technologies	B.2, B.3, A.4, A.5, A.6, A.8, 6.3
3 Advocate for a best practice health promotion approach.	Empowered Ethical Problem solving Information literacy	2.1, 2.2, 2.3, 2.4, 6.3

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
A.1	Health as a human right, which is central to human development
B.1	The concepts, principles and ethical values of health promotion as defined by the Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations
A.2	Respect for the rights, dignity, confidentiality and worth of individuals and groups
B.2	The concepts of health equity, social justice and health as a human right as the basis for health promotion action
A.3	Respect for all aspects of diversity including gender, sexual orientation, age, religion, disability, ethnicity, race, and cultural beliefs
B.3	The determinants of health and their implications for health promotion action
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
A.6	Ensuring that health promotion action is beneficial and causes no harm
A.8	Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
A.9	The empowerment of individuals and groups to build autonomy and self respect as the basis for health promotion action
2.1	Use advocacy strategies and techniques which reflect health promotion principles
2.2	Engage with and influence key stakeholders to develop and sustain health promotion action
2.3	Raise awareness of and influence public opinion on health issues
2.4	Advocate across sectors for the development of policies, guidelines and procedures across all sectors which impact positively on health and reduce health inequities

CODE	COMPETENCY
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action

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

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

You will be provided with formative feedback for Task 1 in week 3, and practice examples for Tasks 2 and 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	Written Piece	Individual	25%	1000 word written reflection on health promotion concepts	Week 4	Online Submission
All	2	Artefact - Professional	Group	35%	Completion of template + 15 minute in class facilitated meeting	Week 8	In Class
All	3	Artefact - Professional	Individual	40%	Conference poster presentation with 5 minutes discussion and questions	Week 12	In Class

All - Assessment Task 1: Health promotion reflection

GOAL:	To demonstrate your skills in engaging with and reflecting on health promotion discipline knowledge and scholarly literature required for professional practice.
PRODUCT:	Written Piece
FORMAT:	Structured reflection is an important lifelong professional learning skill that in this task will assist you to learn about foundation health promotion discipline knowledge required for professional practice. Individually you will complete a 1000 word written reflection on key health promotion concepts using prescribed readings and a structured reflection framework. The reflection will enable you to consolidate knowledge required for Tasks two and three. You will be provided with formative feedback in week three in class.
CRITERIA:	

No.		Learning Outcome assessed
1	Comprehension of health promotion foundation knowledge	1
2	Application of reflection skills	1
3	Quality of scholarly communication	1
4	Appropriate integration of evidence	1

GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 2: Stakeholder engagement plan and facilitated meeting

GOAL:	To demonstrate your professional skills in developing a stakeholder engagement plan for a health promotion program and meeting facilitation skills.
PRODUCT:	Artefact - Professional
FORMAT:	Health promotion involves planning to engage relevant stakeholders in health promotion action. This includes identifying who the key stakeholders are and their interests in a program, and developing a plan to meaningfully engage them including making contact, building relationships, and facilitating their participation. In this task you will work in small groups to develop a written stakeholder engagement plan for a hypothetical health promotion program you are developing, and facilitate an initial stakeholder meeting. Further details will be available on Canvas.
CRITERIA:	

No.		Learning Outcome assessed
1	Application of best practice health promotion values and principles to develop the stakeholder engagement plan.	1 2
2	Relevance and integration of appropriate health promotion scholarly literature to support the stakeholder engagement plan.	2
3	Comprehensiveness of the stakeholder engagement plan.	1
4	Quality of the small group small-group facilitation meeting.	1

GENERIC SKILLS:	Collaboration, Problem solving, Organisation

All - Assessment Task 3: Health promotion practice critique

GOAL:	To demonstrate your skills in critiquing health promotion action using the underlying values and principles of health promotion, and advocating for a best practice approach.
PRODUCT:	Artefact - Professional
FORMAT:	Health promotion practitioners are required to critically reflect on and advocate for health programs and policies to ensure alignment with best practice. Individually you will: 1. Choose one published peer reviewed health promotion program within the last five years of interest to you. You will need to confirm with the course coordinator that the program you select is appropriate. 2. Use best practice health promotion values and principles to conduct your critique and present findings via a conference poster that is supported by relevant scholarly literature. 4. Present your conference poster in class and participate in an oral discussion which will include responding to questions about your critique findings and recommendations. Further details will be available on Canvas.
CRITERIA:	

No.		Learning Outcome assessed
1	Analysis of the underlying health promotion values and principles evident in the practice example.	1 2
2	Relevance and synthesis of appropriate evidence from the practice example and scholarly literature to support the critique.	1 2
3	Quality of the design of the electronic poster.	2
4	Appropriateness of recommendations to ensure alignment of the program critiqued with best practice health promotion.	3
5	Accuracy and comprehensiveness of responses to poster presentation discussion and questions.	2 3

GENERIC SKILLS:	Communication, Problem solving, Applying technologies

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	Stakeholder engagement plan and facilitated meeting	1.1	Taught
			1.2	Taught
			1.5	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			5.2	Taught, Practiced, Assessed
		Health promotion practice critique	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.5	Taught, Practiced, Assessed
			4.4	Taught, Practiced, Assessed
			5.2	Taught, Practiced, Assessed
	Written Piece	Health promotion reflection	A.1	Assessed
			A.4	Taught, Practiced, Assessed
			A.5	Taught, Practiced, Assessed
			A.6	Taught
			B.1	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

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