

PUB271 Health Promotion Principles**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**

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 | 13 times |
| Tutorial/Workshop 1 – On-campus workshop | 2hrs | Week 1 | 13 times |
| Seminar – Professional associations and accreditation (weeks 3 & 13) | 1hr | Week 3 | 2 times |

1.3. Course Topics

Development of health promotion
Health promotion professional competencies
Health and wellbeing determinants
Health promotion and the SDGs
Health promotion concepts, values and principles
Health promotion models and frameworks
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 | 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 Critically reflect on core health promotion theory, concepts and skills. | Empowered Ethical | A.1, B.1, A.2, A.3, A.4, A.5, A.6, B.6, A.9 |
| 2 Critique health promotion action using values and principles evident in health promotion practice. | Empowered Ethical | B.2, B.3, A.4, A.5, A.6, A.8, 6.3, 9.4 |
| 3 Advocate for a best practice health promotion approach. | Empowered Ethical | 2.1, 2.2, 2.4 |

* 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 |
| B.6 | The current theories and evidence which underpin effective leadership, advocacy and partnership building and their implication for health promotion action |
| 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 |
| 2.4 | 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 |
| 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

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.

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 Assignment Submission with plagiarism check |
| All | 2 | Artefact - Creative, and Oral | Individual | 35% | Conference poster presentation - 10 minutes Small group facilitation - 10 minutes | Week 8 | In Class |
| All | 3 | Artefact - Professional, and Written Piece | Individual | 40% | 1000 words | Week 13 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Health promotion reflection portfolio

| | | | |
|------------------------|--|--|----------------------------------|
| 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: | <p>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.</p> <p>Individually you will complete 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 to complete Tasks two and three. You will be provided with formative feedback in week three in class. Details about the format for the structured reflection will be made available on Canvas.</p> | | |
| 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 |
| GENERIC SKILLS: | Communication, Information literacy | | |

All - Assessment Task 2: Health promotion practice critique

| | | | |
|------------------------|---|--|----------------------------------|
| GOAL: | To demonstrate your skills in critiquing health promotion action using the underlying values and principles of health promotion best practice and small group facilitation. | | |
| PRODUCT: | Artefact - Creative, and Oral | | |
| FORMAT: | <p>Health promotion is a field that requires practitioners to critique health and wellbeing related programs and policies to ensure best practice. In small groups you will:</p> <ol style="list-style-type: none"> 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 an electronic conference style poster. Support your critique with relevant scholarly literature (including prescribed readings). 3. Develop a group-based facilitation plan for a ten minute interactive small group activity to generate recommendations to enhance alignment of the program you have critiqued with best practice health promotion. 4. Display your electronic poster in-class, deliver a 10 minute overview of your critique findings and facilitate the 10 minute small group facilitation activity. <p>You will collaborate with your team members to undertake the critique, deliver the oral presentation and facilitate the group activity. You will also participate in the small group facilitation activities delivered by your class peers.</p> <p>Further details on the critique framework, professional electronic poster requirements and small group facilitation skills and techniques will be available on Canvas.</p> <p>Submit in class: Week eight (8)</p> | | |
| 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 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 | Quality of the delivery of the oral overview and small-group facilitation activity | 2 |
| | 5 | Comprehensiveness of the small-group facilitation plan | 1 |
| | 6 | Extent of collaboration with team members and class peers | 1 |
| GENERIC SKILLS: | Communication, Collaboration, Problem solving | | |

All - Assessment Task 3: Professional advocacy report

| | | | |
|------------------------|--|---|----------------------------------|
| GOAL: | To demonstrate your professional skills in advocating for a best practice health promotion approach. | | |
| PRODUCT: | Artefact - Professional, and Written Piece | | |
| FORMAT: | <p>Health promotion action involves practitioners proactively responding to proposed health and wellbeing policy initiatives to ensure evidence of their effectiveness including alignment with best practice. This type of work is a form of professional advocacy most often undertaken on behalf of an organisation or professional body such as the Australian Health Promotion Association. Written responses, often referred to as submissions are compiled and submitted to government bodies responsible for the related policies and strategies to consider, for example, the National Stigma and Discrimination Reduction Strategy.</p> <p>In this task you will develop a written professional advocacy report for an organisation that you hypothetically work for on a current national or state level health and well-being policy or strategy to ensure the policy or strategy is based on best practice health promotion using health promotion values and principles and supported by the relevant scholarly literature. Further information about how to prepare the advocacy report will be made available on Canvas.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Application of best practice health promotion values and principles to develop the report. | 2 3 |
| | 2 | Integration of health promotion core concepts to develop the argument. | 2 3 |
| | 3 | Relevance and integration of health promotion scholarly literature to support arguments presented. | 3 |
| | 4 | Appropriateness of recommendations made to ensure policy alignment with best practice health promotion. | 2 3 |
| | 5 | Adherence to advocacy report genre. | 3 |
| GENERIC SKILLS: | Communication, Problem solving, 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

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