

# PUB272 Healthy Public Policy and Advocacy

**School:** School of Health - Public Health

2025 | Semester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

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

*Please go to [usc.edu.au](https://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 the knowledge and skills to navigate the policymaking environments that influence health equity outcomes, including the role of political ideologies, evidence, power and privilege. You will learn about the role of healthy public policy, theories of the policy process, and use advocacy strategies to gain political commitment, policy support, social acceptance and systems support to create health and well-being and health inequity.

### 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	13 times
<b>Tutorial/Workshop 1</b> – Workshop (on campus)	2hrs	Week 1	13 times

### 1.3. Course Topics

Healthy public policy

Policy process

Health in All Policies (HiAP)

Political ideology and globalisation

Power and privilege

Public health advocacy

Advocacy framing

## 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 Discuss how healthy public policy contributes to health equity outcomes.	Creative and critical thinker	B.2, B.3, A.4, A.5, A.6, B.10, 4.1, 5.2
2 Analyse the policymaking environment to influence healthy public policy.	Sustainability-focussed	A.3, A.5, B.6, A.8, B.10, 1.1, 1.2, 5.2, 7.2
3 Advocate for healthy public policy across a range of stakeholder audiences.	Empowered	B.2, B.6, B.9, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
B.2	The concepts of health equity, social justice and health as a human right as the basis for health promotion action
B.3	The determinants of health and their implications for health promotion action
A.3	Respect for all aspects of diversity including gender, sexual orientation, age, religion, disability, ethnicity, race, and cultural beliefs
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
B.9	The communication processes and current information technology required for effective health promotion action
B.10	The systems, policies and legislation which impact on health and their relevance for health promotion.
1.1	Work collaboratively across sectors to influence the development of public policies which impact positively on health and reduce health inequities
1.2	Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health
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
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
4.2	Use information technology and other media to receive and disseminate health promotion information

CODE	COMPETENCY
4.3	Use culturally appropriate communication methods and techniques for specific groups and settings
4.4	Use interpersonal communication and groupwork skills to facilitate individuals, groups, communities and organisations to improve health and reduce health inequities.
5.2	Use leadership skills which facilitate empowerment and participation (including team work, negotiation, motivation, conflict resolution, decision-making, facilitation and problem solving)
7.2	Use current models and systematic approaches for planning 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

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

PUB704 and PUB742

### 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

Early feedback will be provided via online formative quizzes and case study example activities across the semester to consolidate understanding of course concepts and skills for assessment.

### 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	Artefact - Professional	Individual	25%	600 words	Week 4	Online Discussion Board
All	2	Oral	Group	35%	8-10 minutes	Week 9	Online Assignment Submission with plagiarism check and in class
All	3	Artefact - Professional, and Written Piece	Individual	40%	Written advocacy plan and two (2) advocacy products (approx. 1200 words)	Exam Period	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Healthy public policy critique

<b>GOAL:</b>	To facilitate and participate in a critical evaluation of an existing healthy public policy to address health equity.		
<b>PRODUCT:</b>	Artefact - Professional		
<b>FORMAT:</b>	You will work individually to lead and contribute to an online discussion forum. Further details regarding participation in the discussion forum will be made available on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Analysis of relationship between healthy public policy and health equity.	1
	2	Evaluation of a given policy to address health equity.	1
	3	Contribution to online discussion forum.	1
<b>GENERIC SKILLS:</b>	Collaboration, Applying technologies		

**All - Assessment Task 2:** Policy planning analysis

<b>GOAL:</b>	To demonstrate your skills in investigating the policymaking environment of a given context.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	In groups, you will investigate the factors that influence healthy public policy in a given context. You will present your policy analysis via a presentation in a professional meeting format. Further details on how to approach and complete the policy planning analysis will be available on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Appropriate application of policy factors to explain the policymaking environment	2
	2	Quality of insight into key policy process concepts	2
	3	Quality of communication	2
	4	Extent of collaboration between group members	2
<b>GENERIC SKILLS:</b>	Collaboration, Problem solving, Applying technologies		

### All - Assessment Task 3: Advocacy plan and products

<b>GOAL:</b>	To demonstrate your knowledge and skills in developing an advocacy plan to advocate for a healthy public policy.		
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece		
<b>FORMAT:</b>	<p>You will work individually to research, produce and justify an advocacy plan and two (2) advocacy products to advocate for a healthy public policy.</p> <p>Further details on how to approach and complete this advocacy plan will be available on Canvas.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Justification of the advocacy audience, medium and communication messages based on the evidence	3
	2	Application of the genre for the chosen advocacy products	3
	3	Quality of written communication and referencing.	3
	4	Appropriateness of advocacy audiences, mediums and communication messages	3
<b>GENERIC SKILLS:</b>	Communication, 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	Healthy public policy critique	A.5	Taught, Practiced, Assessed
			B.2	Taught, Practiced, Assessed
	Artefact - Professional, and Written Piece	Advocacy plan and products	2.1	Taught, Practiced, Assessed
			2.4	Taught, Practiced, Assessed
	Oral	Policy planning analysis	1.1	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

Not applicable

## 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. 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)