

# PUB272 Health Promotion Settings and Advocacy

**School:** School of Health and Behavioural Sciences

2022 | Semester 2

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](http://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 create health-promoting settings of everyday life in the neighbourhoods and communities where people live, love, work, shop and play. You will learn about the role of healthy public policy, how to apply 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 address health inequities and inequalities.

### 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

Health promoting settings

Healthy public policy

Policy process

Health in All Policies (HiAP)

Commercial determinants of health

Public health advocacy

Media 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 Apply a settings approach for health promotion action.	Creative and critical thinker	A, B, B.2, B.3, A.5, B.5, B.6, B.9, B.10, 1, 1.1, 1.2, 1.3, 1.4, 1.5, 4, 4.1, 5, 5.3, 5.4, 6, 6.3, 6.7, 7, 7.1, 7.2, 8, 8.1, 9, 9.5
2 Develop healthy public policy to create environments and settings that support health and wellbeing.	Sustainability-focussed	A, B, B.2, B.3, A.5, B.6, B.9, B.10, 1, 1.1, 1.2, 1.3, 1.4, 1.5, 3, 3.1, 3.2, 3.3, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.3, 6.7, 7, 7.1, 7.2, 8, 8.1, 9, 9.5
3 Advocate for healthy public policy across a range of stakeholder audiences.	Empowered	A, B, B.2, B.3, A.5, B.6, B.9, B.10, 1, 1.1, 1.2, 1.3, 1.4, 1.5, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.3, 6.7, 7.1, 7.2, 8, 8.1, 9, 9.5

#### \* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
A	Ethical Values Underpinning Health Promotion Core Competencies
B	Knowledge Base Underpinning Health Promotion Core Competencies
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.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
B.6	The current theories and evidence which underpin effective leadership, advocacy and partnership building and their implication for health promotion action
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	Enable Change
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
1.3	Use community development approaches to strengthen community participation and ownership and build capacity for health promotion action
1.4	Facilitate the development of personal skills that will maintain and improve health
1.5	Work in collaboration with key stakeholders to reorient health and other services to promote health and reduce health inequities.
2	Advocate for 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
2.5	Facilitate communities and groups to articulate their needs and advocate for the resources and capacities required for health promotion action.
3	Mediate through Partnership
3.1	Engage partners from different sectors to actively contribute to health promotion action
3.2	Facilitate effective partnership working which reflects health promotion values and principles
3.3	Build successful partnership through collaborative working, mediating between different sectoral interests
4	Communication
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
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	Leadership
5.1	Work with stakeholders to agree a shared vision and strategic direction for health promotion action
5.2	Use leadership skills which facilitate empowerment and participation (including team work, negotiation, motivation, conflict resolution, decision-making, facilitation and problem solving)
5.3	Network with and motivate stakeholders in leading change to improve health and reduce inequities
5.4	Incorporate new knowledge to improve practice and respond to emerging challenges in health promotion
6	Assessment
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action
6.7	Identify priorities for health promotion action in partnership with stakeholders, based on best available evidence and ethical values.
7	Planning
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
8	Implementation
8.1	Use ethical, empowering, culturally appropriate and participatory processes to implement health promotion action
9	Evaluation and Research
9.5	Contribute to the development and dissemination of health promotion evaluation and research processes

## 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 three (3) online formative quizzes in the first three weeks and case study example activities across the semester to consolidate your 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	Written Piece	Individual	25%	900 words	Week 5	Online Assignment Submission with plagiarism check
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)	Week 13	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Health promotion settings critique

<b>GOAL:</b>	To demonstrate your knowledge and skills in critiquing a health promotion setting framework for health promotion action.
<b>PRODUCT:</b>	Written Piece
<b>FORMAT:</b>	<p>You will work individually to critique a health promotion settings case example (provided). Your written critique should include the following:</p> <ul style="list-style-type: none"><li>Brief description of the health promotion setting case example;</li><li>Justification for the settings approach for health promotion action;</li><li>Description of the selected settings framework used in the case example;</li><li>Discussion of the strengths and limitations of the application of the settings framework used;</li><li>Recommendations for future improvements to the application of the settings framework used, and</li><li>Use of Vancouver JAMA style referencing.</li></ul> <p>Further details are provided to students at the commencement of semester.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Quality of the justification of the settings approach for health promotion action 1
	2	Comprehensiveness of the application, strengths and limitations of the settings framework 1
	3	Appropriateness of future recommendations to enable health promotion action, and 1
	4	Quality and use of evidence to support the critique and recommendations 1
	5	Clarity of the description of the health promotion setting case example 1

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

GOAL:	To demonstrate your skills in investigating the application of policy processes in the adoption of Health in All Policies (HiAP).	
PRODUCT:	Oral	
FORMAT:	<p>In groups, you will investigate the factors that influence the likelihood of Health in All Policies being adopted, using the policy process factors provided. You will present your policy analysis via an oral presentation using a multimedia platform of your choice.</p> <p>The oral presentation should:</p> <ul style="list-style-type: none"> <li>Be 8-10 minutes in length;</li> <li>Incorporate evidence of a range of enablers and/or challenges for adopting HiAP;</li> <li>Visually present a range of policy factors relevant to the policy process;</li> <li>Discuss key policy concepts;</li> <li>Use Vancouver JAMA style referencing.</li> </ul> <p>Further details on how to approach and complete the policy planning analysis will be available to students at the commencement of the course.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Accurate identification of enablers and/or challenges to a HiAP approach 2
	2	Appropriate application of policy factors to explain the policy process 2
	3	Quality of insight into key policy process concepts 2
	4	Quality of the design of multimedia to communicate the policy planning analysis 2
	5	Quality of delivery of the multimedia presentation 2
	6	Extent of collaboration between group members 2

### 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 HiAP approach to a range of stakeholder audiences within the policy context.		
<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 HiAP approach within a given policy context setting.</p> <p>The written advocacy plan should include:</p> <ul style="list-style-type: none"><li>Three (3) recommendations (from a list provided) to progress a Health in All Policies approach;</li><li>Three (3) advocacy strategies for different stakeholder audiences;</li><li>Justification for the chosen audiences, medium and framing of advocacy strategies;</li><li>Use of Vancouver JAMA style referencing.</li></ul> <p>The advocacy products should include:</p> <ul style="list-style-type: none"><li>Two advocacy products of different genre;</li><li>One media advocacy genre of your choice from options provided;</li><li>Approximately 400 words per product.</li></ul> <p>Further details on how to approach and complete this advocacy plan will be available to students at the commencement of the course.</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

## 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

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](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

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