

PUB300 Global Public Health Governance and Leadership

School: School of Health - Public Health

2028 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 course will develop your knowledge and skills in global public health governance and leadership. You will learn about global health priorities, policies, systems, and structures to support improved population health outcomes across international borders, and the leadership role of domestic, bilateral, and multilateral stakeholders in addressing global health challenges. You will apply global health policy frameworks to inform sustainable solutions to health priorities with a focus on health equity, accountability, and inclusive governance.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 2 hours of independent structured learning materials	2hrs	Week 1	12 times
Tutorial/Workshop 1 – 2 hour workshop	2hrs	Week 1	12 times

1.3. Course Topics

Global health, globalisation, and global health governance

Global public health stakeholders

Global public health policy, management, and leadership

Global burden of disease

Global health frameworks

Health equity and equality from a global perspective

Policy solutions to contemporary global public health priorities

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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 Analyse global public health priorities and governance structures from a health equity perspective.	Creative and critical thinker	B.2, B.5, B.6, A.8, B.8, B.10, 6.3, 7.2
2 Critically assess the roles of domestic, bilateral, and multilateral stakeholders in global public health leadership.	Empowered	B.6, B.10, 1.1, 1.5, 2.4, 5.3, 5.4, 6.3, 6.7
3 Create evidence-based sustainable public health policy solutions using global frameworks.	Sustainability-focussed	A.5, A.8, A.10, 1.1, 2.2, 3.1, 5.1, 5.3, 7.2, 7.5, 9.4

* 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.5	Health promotion models and approaches which support empowerment, participation, partnership and equity as the basis for health promotion action
A.5	Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing
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.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
B.10	The systems, policies and legislation which impact on health and their relevance for health promotion.
A.10	Sustainable development and sustainable health promotion action
1.1	Work collaboratively across sectors to influence the development of public policies which impact positively on health and reduce health inequities
1.5	Work in collaboration with key stakeholders to reorient health and other services to promote health and reduce health inequities.
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
3.1	Engage partners from different sectors to actively contribute to health promotion action
5.1	Work with stakeholders to agree a shared vision and strategic direction for health promotion action
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
6.3	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.
7.2	Use current models and systematic approaches for planning health promotion action
7.5	Identify appropriate health promotion strategies to achieve agreed goals and objectives.
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

Must have completed 96 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

Early feedback will be provided on all assessment tasks and scaffolded assessment practice activities will be included in weekly workshops.

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	30%	1000 words	Week 4	Online Assignment Submission with plagiarism check and in class
All	2	Oral and Written Piece	Group	30%	Written (500 words) Oral presentation (15 minutes)	Week 8	Online Assignment Submission with plagiarism check
All	3	Report	Individual	40%	1000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Global public health briefing paper

GOAL:	To demonstrate skills in investigating a global public health priority from a social justice and health equity perspective.													
PRODUCT:	Written Piece													
AUTHORSHIP STATEMENT:														
FORMAT:	You will produce a briefing paper to outline the context for an identified global public health priority that includes an overview of the policy environment, stakeholders and governance structures, and practice frameworks using evidence from scholarly and grey literature. You will submit the assignment online. Further details will be available on Canvas.													
CRITERIA:	No. <table> <tr> <td>1</td><td>Analyse contextual factors influencing the global public health priority.</td><td>1</td></tr> <tr> <td>2</td><td>Apply a social justice and health equity perspective.</td><td>1 2</td></tr> <tr> <td>3</td><td>Integrate and synthesise appropriate evidence to support arguments.</td><td>1</td></tr> <tr> <td>4</td><td>Apply communication skills including referencing and adhere to briefing paper conventions.</td><td>1</td></tr> </table>	1	Analyse contextual factors influencing the global public health priority.	1	2	Apply a social justice and health equity perspective.	1 2	3	Integrate and synthesise appropriate evidence to support arguments.	1	4	Apply communication skills including referencing and adhere to briefing paper conventions.	1	Learning Outcome assessed
1	Analyse contextual factors influencing the global public health priority.	1												
2	Apply a social justice and health equity perspective.	1 2												
3	Integrate and synthesise appropriate evidence to support arguments.	1												
4	Apply communication skills including referencing and adhere to briefing paper conventions.	1												
GENERIC SKILLS:	Communication, Information literacy													

All - Assessment Task 2: Global public health policy analysis

GOAL:	To demonstrate skills in planning for, conducting and communicating a governance and policy analysis for a global public health priority.		
PRODUCT:	Oral and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	You will develop a written protocol to guide a governance and policy analysis for a global public health policy identified in Task 1. You will then implement the protocol and report analysis findings in an oral presentation. You will submit the written protocol online and deliver the analysis component in class. Further details will be available on Canvas.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Create a protocol to guide a policy analysis.	1 2
	2	Examine the policy environments, structures, and processes.	1 2
	3	Synthesise credible evidence to support analysis and conclusions.	2
	4	Collaborate in a team process.	1 2
	5	Apply written and oral communication skills, including referencing.	2
GENERIC SKILLS:	Collaboration, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: Stakeholder leadership policy analysis report

GOAL:	To demonstrate skills in analysing and interpreting stakeholder feedback to inform global public health policy solutions and health equity outcomes.		
PRODUCT:	Report		
AUTHORSHIP STATEMENT:			
FORMAT:	You will analyse secondary qualitative stakeholder data to generate policy recommendations to facilitate improved health equity outcomes for the global public health priority from Task 2. Recommendations will be appropriate for the context and be evidence based. You will submit the assignment online. Further details will be available on Canvas.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Analyse qualitative stakeholder data to identify key insights.	3
	2	Translate stakeholder insights into policy solutions that advance health equity.	3
	3	Formulate recommendations relevant to the global public health priority and policy environment.	3
	4	Apply communication skills including referencing and adhere to report conventions.	3
GENERIC SKILLS:	Communication, Problem solving		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011				

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes	Oral and Written Piece	Global public health policy analysis	1.1	Taught, Practiced, Assessed
			1.5	Taught, Practiced, Assessed
			2.4	Taught, Practiced, Assessed
			5.3	Taught, Practiced, Assessed
			5.4	Taught, Practiced, Assessed
			6.3	Taught, Practiced, Assessed
			6.7	Taught, Practiced, Assessed
			B.6	Taught, Practiced, Assessed
			B.10	Taught, Practiced, Assessed
	Report	Stakeholder leadership policy analysis report	1.1	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			5.1	Taught, Practiced, Assessed
			5.3	Taught, Practiced, Assessed
			7.2	Taught, Practiced, Assessed
			7.5	Taught, Practiced, Assessed
			9.4	Taught, Practiced, Assessed
			A.5	Taught, Practiced, Assessed
			A.8	Taught, Practiced, Assessed
			A.10	Taught, Practiced, Assessed
	Written Piece	Global public health briefing paper	1.1	Taught, Practiced, Assessed
			7.2	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			A.8	Taught, Practiced, Assessed
			B.2	Taught, Practiced, Assessed
			B.5	Taught, Practiced, Assessed
			B.6	Taught, Practiced, Assessed
			B.8	Taught, Practiced, Assessed
			B.10	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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Sophie Harman, Andreas Papamichail	2024	Global Health Governance	2nd	Routledge

8.2. Specific requirements

Students will be required to have a reliable Internet connection, a computer, a microphone headset and a webcam for Technology Enabled Learning and Teaching Activities.

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](#)