COURSE OUTLINE

PUB351 Health Promotion Implementation and Evaluation

School: School of Health - Public Health

2026 | Trimester 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.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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

In this course, you will develop the knowledge and skills required to plan for the implementation and evaluation of health promotion action. You will research evidence-based health promotion strategies and partnerships used to address the socio-ecological determinants of a health and wellbeing issue, and develop a health promotion strategy portfolio using evidence and theory. You will learn about health promotion evaluation approaches, and develop formative and process evaluation plans to evaluate your health promotion strategy portfolio.

1.2. How will this course be delivered?

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

1.3. Course Topics

Health promotion implementation and evaluation competencies

Health promotion implementation and evaluation values, principles and processes

Evidence-based health promotion strategies

Health promotion strategy portfolio

Health promotion strategy theories

Community partnerships and Cultural Safety

Formative evaluation planning

Process evaluation planning

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 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 Apply best practice health promotion principles and theories to plan for the implementation and evaluation of ethical and culturally safe health promotion action.	Empowered Ethical	B.3, B.5, A.6, B.6, 1.2, 5.1, 7.2, 8.1, 9.4
2 Use evidence-based literature to research, design and communicate a sustainable strategy portfolio that addresses socio-determinants of a complex health and wellbeing issue.	Empowered Sustainability-focussed	B.3, B.6, A.10, 1.3, 1.5, 2.2, 3.1, 3.2, 3.3, 3.4, 7.3, 7.5, 9.4
3 Use evidence-based approaches to research and design a comprehensive plan to evaluate a health promotion strategy portfolio.	Creative and critical thinker Empowered	B.7, B.8, 9.1, 9.2, 9.3, 9.4

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
B.3	The determinants of health and their implications 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.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

CODE	COMPETENCY
B.7	The current models and approaches of effective project and programme management (including needs assessment, planning, implementation and evaluation) and their application to health promotion action
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
A.10	Sustainable development and sustainable health promotion action
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
1.5	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
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
3.4	Facilitate the development and sustainability of coalitions and networks for health promotion action.
5.1	Work with stakeholders to agree a shared vision and strategic direction for health promotion action
7.2	Use current models and systematic approaches for planning health promotion action
7.3	Develop a feasible action plan within resource constraints and with reference to existing needs and assets
7.5	Identify appropriate health promotion strategies to achieve agreed goals and objectives.
8.1	Use ethical, empowering, culturally appropriate and participatory processes to implement health promotion action
9.1	Identify and use appropriate health promotion evaluation tools and research methods
9.2	Integrate evaluation into the planning and implementation of all health promotion action
9.3	Use evaluation findings to refine and improve 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

Must have completed a minimum of 96 units from 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

Weekly workshop assessment practice activities will be used to provide you with early feedback to support your preparation for all tasks. Feedback on Task 2 will provide guidance towards completion of Task 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	20%	Completion of template, written and submitted via Cadmus	Week 4	Online Submission
All	2	Plan	Group	40%	Completion of a template	Week 9	Online Submission
All	3	Plan	Individual	40%	Completion of a template, written and submitted via Cadmus	Exam Period	Online Submission

All - Assessment Task 1: Strategy evidence report

GOAL:	To demonstrate your knowledge and skills in using peer-reviewed literature to inform the design of a health promotion strategy portfolio.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Select a health and wellbeing topic for a priority population group of interest to you. Source, critique and summarise evidence-based literature on health promotion strategies that have been implemented and evaluated to address socio-ecological determinants of your chosen health and wellbeing issue [3 peer reviewed papers]. Use Vancouver JAMA style referencing. The strategy evidence report template and further details on how to approach and complete the strategy evidence critique will be available on Cadmus.
CRITERIA:	

No.		Learning Outcome assessed
1	Appropriate integration of evidence to inform a health promotion strategy portfolio.	1 2
2	Accuracy of data extraction from the evidence-based literature.	1 2
3	Accuracy of summary and interpretation of evidence from the literature to inform a health promotion strategy portfolio.	2
4	Appropriateness of recommendations from the evidence to inform a health promotion strategy portfolio.	1 2
5	Comprehensiveness of the description of the health and wellbeing issue and community most impacted.	1 2

GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 2: Health promotion strategy portfolio plan

GOAL:	To demonstrate your knowledge and skills in designing a sustainable health promotion strategy portfolio that addresses the socio-ecological determinants of a complex health and wellbeing issue for a priority population.
PRODUCT:	Plan
AUTHORSHIP STATEMENT:	
FORMAT:	In groups of three or four, you will work collaboratively to design and report an evidence-based portfolio of strategies for a health and wellbeing issue in a selected community. Your portfolio of strategies is for a professional audience and to be completed using a project plan template provided. Your strategy portfolio will include: an introduction to the health and wellbeing issue being addressed; justification for the priority population/community; summary of the evidence used to design the strategy portfolio; strategy portfolio, including theoretical basis and capacity to address the socio-ecological determinants of the health and wellbeing issue; references using Vancouver JAMA style referencing. You will also peer-review your group's contribution to developing the strategy portfolio using a template provided. Further details on how to approach and structure the strategy portfolio and peer-review templates will be available on Canvas.
CRITERIA:	
GENERIC SKILLS:	Collaboration, Applying technologies

No.		Learning Outcome assessed
1	Appropriate integration of evidence to develop a portfolio of health promotion strategies.	2
2	Appropriateness of health promotion strategies to address the socio-ecological determinants of a health and wellbeing issue.	2
3	Application of appropriate theories/models to design health promotion strategy activities.	2
4	Quality of collaboration to produce a health promotion strategy portfolio.	1

All - Assessment Task 3: Formative and process evaluation plan

GOAL:	To demonstrate your knowledge and skills in using the evidence-based literature to design and communicate formative and process evaluation to evaluate health promotion portfolio strategies.
PRODUCT:	Plan
AUTHORSHIP STATEMENT:	
FORMAT:	Individually you will develop a written health promotion formative plan for a health promotion resource and process evaluation plan for one (1) of the strategies included in the strategy portfolio you developed in Task 2. You will also draw on your Task 1 Evidence summary report for this task. The formative evaluation will detail a plan for gathering feedback from stakeholders on the appropriateness of a health promotion resource. The process evaluation will include a justification to evaluate the health promotion strategies and activities. For each element of process evaluation [exposure, participation, delivery, program satisfaction, context] you will identify performance indicators and relevant data collection methods and tools, types, sources, and timeframes. Once you have established your process evaluation plan you will develop five (5) questions to be included in a survey tool to collect process evaluation data. Use Vancouver-style referencing. The formative and process evaluation plan template and further details on how to approach and complete the evaluation plan will be available on Cadmus.
CRITERIA:	

No.		Learning Outcome assessed
1	Appropriate integration of evidence to inform formative and process evaluation.	3
2	Accuracy of formative and process evaluation components.	3
3	Quality of the justification for the formative and process evaluation.	3
4	Alignment of process evaluation questions with the evaluation plan indicators.	3
5	Accuracy of process evaluation questions.	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				
All delivery modes	Plan	Health promotion strategy portfolio plan	2.1	Assessed
			7.2	Assessed
			7.5	Assessed
			B.1	Assessed
			B.6	Assessed
			B.7	Assessed
		Formative and process evaluation plan	6.3	Assessed
			8.5	Assessed
			9.1	Assessed
			9.3	Assessed
			B.7	Assessed
	Written Piece	Strategy evidence report	6.3	Assessed
			B.1	Assessed
			B.3	Assessed
			B.7	Assessed
			B.8	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. 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