

PUB351 Health Promotion Implementation and Evaluation

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 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 used to address the determinants of a health and wellbeing priority and develop a health promotion strategy portfolio based on evidence and theory. You will learn about evaluation approaches including formative and process levels which you will develop for your health promotion plan.

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 | 13 times |
| Tutorial/Workshop 1 – 2 hour workshop | 2hrs | Week 1 | 13 times |

1.3. Course Topics

Health promotion implementation and evaluation competencies

Health promotion implementation and evaluation values, principles and process

Evidence-based health promotion strategies

Health promotion strategy portfolio

Health promotion strategy theories

Partnerships for health promotion

Process evaluation planning

Process evaluation indicators, methods, tools and measures

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 Apply best practice health promotion principles and processes to plan for the implementation and evaluation of ethical and culturally sensitive health promotion action. | Empowered Ethical | A, B, B.1, B.2, B.3, B.4, B.5, A.6, B.6, A.8, 1, 1.2, 4, 4.1, 4.3, 5, 5.1, 7, 7.2, 8, 8.1, 9, 9.4 |
| 2 Use evidence-based literature to research, design and communicate a sustainable strategy portfolio that addresses determinants of a complex health and wellbeing priority. | Empowered Sustainability-focussed | A, B, B.3, B.6, A.8, A.10, 1, 1.3, 1.5, 2, 2.1, 2.2, 3, 3.1, 3.2, 3.3, 3.4, 4, 4.1, 7, 7.3, 7.4, 7.5, 8, 8.5, 9, 9.4 |
| 3 Use evidence-based approaches to research and design a comprehensive plan to evaluate the strategy portfolio in a health promotion project. | Creative and critical thinker Empowered | B, B.7, B.8, 4, 4.1, 4.3, 9, 9.1, 9.2, 9.3, 9.4 |

* 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.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 |
| 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 |
| B.4 | The impact of social and cultural diversity on health and health inequities and the 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 |
| 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 |
| A.8 | Seeking the best available information and evidence needed to implement effective policies and programmes that influence health |

| CODE | COMPETENCY |
|------|---|
| 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 | Enable Change |
| 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 | 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 |
| 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 |
| 3.4 | Facilitate the development and sustainability of coalitions and networks for health promotion action. |
| 4 | Communication |
| 4.1 | Use effective communication skills including written, verbal, nonverbal, and listening skills |
| 4.3 | Use culturally appropriate communication methods and techniques for specific groups and settings |
| 5 | Leadership |
| 5.1 | Work with stakeholders to agree a shared vision and strategic direction for health promotion action |
| 7 | Planning |
| 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 |
| 7.4 | Develop and communicate appropriate, realistic and measurable goals and objectives for health promotion action |
| 7.5 | Identify appropriate health promotion strategies to achieve agreed goals and objectives. |
| 8 | Implementation |
| 8.1 | Use ethical, empowering, culturally appropriate and participatory processes to implement health promotion action |
| 8.5 | Monitor the quality of the implementation process in relation to agreed goals and objectives for health promotion action. |
| 9 | Evaluation and Research |
| 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

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

Early feedback will be provided across the semester via reflective quizzes and case examples to check understanding of foundation concepts to support 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 | 20% | Completion of template | Week 5 | Online Assignment Submission with plagiarism check and in class |
| All | 2 | Oral | Group | 40% | Oral presentation (15 minutes + 2 minutes questions); short written critique | Refer to Format | Online Assignment Submission with plagiarism check and in class |
| All | 3 | Plan | Individual | 40% | Written plan (completion of a template) | Week 13 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Strategy evidence report

| | |
|-----------------|--|
| GOAL: | To demonstrate your knowledge and skills in sourcing and using peer-reviewed literature to inform the design of a health promotion strategy portfolio. |
| PRODUCT: | Written Piece |
| 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 determinants of your chosen health and wellbeing topic. Generate evidence-based recommendations for effective health promotion strategies to be included in a comprehensive portfolio that will address your selected health and wellbeing topic. 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 Canvas. |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|--|---------------------------|
| | 1 Application of research skills. | 1 |
| | 2 Relevance of evidence to develop a portfolio of health promotion strategies. | 2 |
| | 3 Communication and synthesis of findings and conclusions. | 2 |
| | 4 Accuracy of interpretation and reporting of evidence. | 2 |
| | 5 Appropriateness of recommendations for future strategy development | 1 |

All - Assessment Task 2: Strategy portfolio presentation

| GOAL: | To demonstrate knowledge and skills in researching, designing and communicating a sustainable health promotion strategy portfolio to address the determinants of a health and wellbeing topic. | |
|-----------|--|---------------------------|
| PRODUCT: | Oral | |
| FORMAT: | <p>In groups of three or four, you will work collaboratively to design and orally present an evidence-based portfolio of strategies for a health and wellbeing topic in a selected community.</p> <p>You will delivery your oral presentation in week 8 or 9</p> <p>Your oral presentation is for a professional audience and to be delivered via appropriate technology, for example, PowerPoint.</p> <p>Your presentation will include: an introduction to the health and wellbeing topic and priority population being addressed; summary of the evidence and principles used to inform strategy choices; strategy portfolio, including theoretical basis and capacity to address determinants of the health and wellbeing topic; references.</p> <p>As a group, you will also submit a work plan detailing how you collaborated in your group to develop the presentation and a short, written critique of your peers' presentations.</p> <p>Use Vancouver JAMA style referencing.</p> <p>Further details on how to design a strategy portfolio and the oral presentation, work plan and peer critique requirements will be available on Canvas.</p> | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 Use of evidence to develop a portfolio of health promotion strategies. | 2 |
| | 2 Appropriateness of health promotion strategies to address determinants of a health and wellbeing topic. | 2 |
| | 3 Application of relevant health promotion principles to inform the design of the health promotion strategy portfolio. | 1 |
| | 4 Application of appropriate theories/models to design health promotion strategy activities. | 2 |
| | 5 Extent of collaboration to produce and present a strategy portfolio and critique of peer presentations. | 1 |
| | 6 Quality of the design and delivery of the oral presentation. | 1 |

All - Assessment Task 3: Process evaluation plan

| | | | |
|------------------|--|--|----------------------------------|
| GOAL: | To develop your knowledge and skills in designing and communicating an evaluation plan for a health promotion project plan. | | |
| PRODUCT: | Plan | | |
| FORMAT: | <p>Individually you will develop and communicate an evaluation plan to evaluate the health promotion strategy portfolio designed in Task 2.</p> <p>Using the evaluation plan template provided you will develop and provide justification for process evaluation to assess an allocated strategy and activities [exposure, participation, delivery, program satisfaction, context] and identify an indicator of change and how you will measure any changes. This will include process performance indicators and relevant data collection methods and tools, types, sources, and timeframes. Once you have developed your process evaluation you will develop 5 questions to be included in a survey tool to collect process evaluation data.</p> <p>Use Vancouver JAMA style referencing.</p> <p>The evaluation plan template and further details on how to approach and complete the evaluation plan will be available on Canvas.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Application of health promotion evaluation models. | 1 3 |
| | 2 | Use of evidence to develop a process evaluation plan. | 3 |
| | 3 | Technical accuracy of process evaluation components. | 3 |
| | 4 | Quality of the justification for the evaluation. | 3 |
| | 5 | Alignment of process evaluation questions with the evaluation plan indicators. | 3 |
| | 6 | Technical accuracy of process evaluation tool and questions. | 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR | YEAR | TITLE | EDITION | PUBLISHER |
|-----------|----------------------------|------|--------------------------|---------|---------------------------------|
| Required | Adrian Bauman, Don Nutbeam | 2014 | Evaluation in a Nutshell | 2nd | McGraw-Hill Education Australia |

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 on 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