UniSC

COURSE OUTLINE

PUB700 Health Promotion Project

School: School of Health and Behavioural Sciences

2022 | Semester 2

Online — ONLINE — You can do this course without coming onto campus.

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 consolidate and apply health promotion skills and competencies that you have learned in previous courses. You will independently apply specialised health promotion competencies to critique a health promotion project plan and develop quality project outputs for various audiences. The course will further develop your skills in critical practice, expert judgement, ethical responsibility and employability in the discipline of health promotion.

1.2.   How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – 3 hours of structured asynchronous online learning activities and an optional 1-hour online Zoom drop in session	4hrs	Week 1	13 times
Online – Optional individual consultations via Zoom throughout the semester.	1hr	Throughout teaching period (refer to Format)	3 times

1.3.   Course Topics

Synthesis of health promotion competencies

Project management

Employability skills

2.   What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3.   What is the unit value of this course?

24 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 expert and specialised health promotion and project management competencies to critique a health promotion project.	Creative and critical thinker	A, B, A.1, B.1, A.2, B.2, A.3, B.3, A.4, B.4, A.5, B.5, A.6, B.6, A.7, B.7, A.8, B.8, A.9, B.9, A.10, B.10, A.11, 1, 1.1, 1.2, 1.3, 1.4, 1.5, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7, 7.1, 7.2, 7.3, 7.4, 7.5, 8, 8.1, 8.2, 8.3, 8.4, 8.5, 9, 9.1, 9.2, 9.3, 9.4, 9.5
2 Employ advanced health promotion skills to develop quality project outputs.	Engaged	A, B, A.1, B.1, A.2, B.2, A.3, B.3, A.4, B.4, A.5, B.5, A.6, B.6, A.7, B.7, A.8, B.8, A.9, B.9, A.10, B.10, A.11, 1, 1.1, 1.2, 1.3, 1.4, 1.5, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 3, 3.1, 3.2, 3.3, 3.4, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 9, 9.1, 9.2, 9.3, 9.4, 9.5
3 Reflect critically on the application of professional skills relevant to employment in the discipline of health promotion.	Ethical Sustainability-focussed	A, B, A.1, B.1, A.2, B.2, A.3, B.3, A.4, B.4, A.5, B.5, A.6, B.6, A.7, B.7, A.8, B.8, A.9, B.9, A.10, B.10, A.11, 1, 1.1, 1.2, 1.3, 1.4, 1.5, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 3, 3.1, 3.2, 3.3, 3.4, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7, 7.1, 7.2, 7.3, 7.4, 7.5, 8, 8.1, 8.2, 8.3, 8.4, 8.5, 9, 9.1, 9.2, 9.3, 9.4, 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
A.1	Health as a human right, which is central to human development
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
A.2	Respect for the rights, dignity, confidentiality and worth of individuals and groups
B.2	The concepts of health equity, social justice and health as a human right as the basis for health promotion action
A.3	Respect for all aspects of diversity including gender, sexual orientation, age, religion, disability, ethnicity, race, and cultural beliefs
B.3	The determinants of health and their implications for health promotion action
A.4	Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalisation
B.4	The impact of social and cultural diversity on health and health inequities and the 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
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
A.7	Being honest about what health promotion is, and what it can and cannot achieve
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
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
A.9	The empowerment of individuals and groups to build autonomy and self respect as the basis for health promotion action
B.9	The communication processes and current information technology required for effective health promotion action
A.10	Sustainable development and sustainable health promotion action
B.10	The systems, policies and legislation which impact on health and their relevance for health promotion.
A.11	Being accountable for the quality of one's own practice and taking responsibility for maintaining and improving knowledge and skills
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
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
4.2	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

CODE	COMPETENCY
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
5.5	Contribute to mobilising and managing resources for health promotion action
5.6	Contribute to team and organisational learning to advance health promotion action
6	Assessment
6.1	Use participatory methods to engage stakeholders in the assessment process
6.2	Use a variety of assessment methods including quantitative and qualitative research methods
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action
6.4	Identify the determinants of health which impact on health promotion action
6.5	Identify the health needs, existing assets and resources relevant to health promotion action
6.6	Use culturally and ethically appropriate assessment approaches
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
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
8.2	Develop, pilot and use appropriate resources and materials
8.3	Manage the resources needed for effective implementation of planned action
8.4	Facilitate programme sustainability and stakeholder ownership of health promotion action through ongoing consultation and collaboration
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

CODE	COMPETENCY
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

PUB707 and PUB705 and PUB703 and PUB702 and enrolled in Program SC713

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

This course can only be undertaken in the final year of your degree. It is assumed that you have sound knowledge and understanding of the theoretical foundations of health promotion.

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

Formative feedback tasks, aligned specifically to assessment criteria in Task 1, will be integrated into applied learning materials in weeks 1-4.

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	Oral	Individual or Group	25%	15 minutes	Week 5	Online Assignment Submission with plagiarism check
All	2	Portfolio	Individual	30%	1500 words (approx)	Week 8	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Individual	45%	12 minute presentation; fully referenced script provided (non-verbatim)	Week 13	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: Health Promotion Project Critique

GOAL:	The goal of this task is to demonstrate your theoretical and technical competencies to critique a health promotion project plan in a given context.
PRODUCT:	Oral
FORMAT:	Online presentation

CRITERIA:	No.		Learning Outcome assessed
	1	Appraisal of health promotion models, theories and associated competencies	1
	2	Appraisal of ethical and philisophical values and principles relevant to the discipline of health promotion	1
	3	Appraisal of project management skills	1
	4	Justification and accuracy of recommendations	1
	5	Use of credible sources appropriate to the critique	1

GENERIC SKILLS:	Problem solving, Information literacy

All - Assessment Task 2: Project Portfolio

GOAL:	The goal of this task is to devise a suitable suite of quality project tools to mediate, advocate for and evaluate a health promotion project.
PRODUCT:	Portfolio
FORMAT:	Written portfolio, including: Advocacy communication piece; Evaluation tool; Steering group terms of reference.

CRITERIA:	No.		Learning Outcome assessed
	1	Accuracy of project tools for intended purpose	2
	2	Appropriateness of design and technologies for intended audience	2
	3	Quality of communication appropriate for intended audience	2

GENERIC SKILLS:	Communication, Applying technologies

All - Assessment Task 3: Professional health promotion practice plan

GOAL:	The goal of this task is to reflect on future health promotion practice priorities and plan for future professional development to maintain currency in the field.
PRODUCT:	Oral and Written Piece
FORMAT:	Online presentation

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Comprehensiveness of the analysis and discussion of the health promotion priority topic	③
	2	Extent of expert judgement to reflect on the development of relevant health promotion professional competencies	③
	3	Extent of critical thinking and expert judgement to develop a future professional development plan	③
	4	Quality of presentation and academic referencing	② ③
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy		

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

Online 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%
b. The course is graded using the Standard Grading scale
c. 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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