

# PUB703 Health Promotion Principles

School: School of Health - Public Health

2026 | Session 2

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](http://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 specialised knowledge of health promotion, and skills in critiquing health promotion practice and engaging in professional advocacy. You will learn about the development of health promotion, professional competencies, core concepts and theory, and the underlying values and principles from critical through to selective health promotion approaches. You will apply your health promotion knowledge and skills to critique health promotion initiatives for evidence of, and advocate for best practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ONLINE</b>			
<b>Online</b> – 5 hours of structured asynchronous online learning materials and an optional 1-hour online drop in consultation session.	6hrs	Week 1	8 times

### 1.3. Course Topics

- Development of health promotion
- Health promotion professional competencies
- Health promotion concepts, values and principles
- Health promotion models and settings
- Health promotion and the SDGs
- Cultural Safety in health promotion practice
- Health promotion priorities
- Health promotion professional advocacy

## 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?

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 core health promotion theory, concepts and skills.	Empowered Ethical Information literacy	A.1, B.1, A.2, A.3, A.4, A.5, A.6, A.11
2 Critique health promotion action using values and principles evident in health promotion practice.	Empowered Ethical Information literacy	B.2, A.4, A.6, A.8, 6.3
3 Advocate for a best practice health promotion approach.	Empowered Ethical Problem solving	1.2, 1.5, 2.1, 2.2, 2.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION</b>	
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
A.4	Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalisation
A.5	Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing
A.6	Ensuring that health promotion action is beneficial and causes no harm
A.8	Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
A.11	Being accountable for the quality of one's own practice and taking responsibility for maintaining and improving knowledge and skills
1.2	Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health
1.5	Work in collaboration with key stakeholders to reorient health and other services to promote health and reduce health inequities.
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
2.4	Advocate across sectors for the development of policies, guidelines and procedures across all sectors which impact positively on health and reduce health inequities
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action

## 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

Enrolled in any Postgraduate Program

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

PUB271

### 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

You will be provided with early feedback in week 2 for Task 1 and week 5 for Task 2

### 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	Artefact - Professional	Individual	50%	Completion of template	Week 4	Online Submission
All	2	Artefact - Professional	Individual	50%	Conference presentation - 15 minutes	Week 8	Online Submission

**All - Assessment Task 1:** Stakeholder engagement and facilitated meeting plan

<b>GOAL:</b>	To demonstrate your professional skills in developing a stakeholder engagement plan for a health promotion program and meeting facilitation skills.																
<b>PRODUCT:</b>	Artefact - Professional																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	<p>Health promotion involves planning to engage relevant stakeholders in health promotion action. This includes identifying who the key stakeholders are and their interests in a program, and developing a plan to meaningfully engage them including making contact, building relationships, and facilitating their participation.</p> <p>In this task you will develop a written stakeholder engagement plan for a hypothetical health promotion program you are developing, and a plan to facilitate an initial stakeholder meeting.</p> <p>Further details will be available on Canvas.</p>																
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application of best practice health promotion values and principles to develop the stakeholder engagement plan.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Relevance and integration of appropriate health promotion evidence to support the stakeholder engagement plan.</td> <td>2</td> </tr> <tr> <td>3</td> <td>Comprehensiveness of the stakeholder engagement plan.</td> <td>1 2</td> </tr> <tr> <td>4</td> <td>Comprehensiveness of the stakeholder meeting facilitation plan.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Application of best practice health promotion values and principles to develop the stakeholder engagement plan.	1	2	Relevance and integration of appropriate health promotion evidence to support the stakeholder engagement plan.	2	3	Comprehensiveness of the stakeholder engagement plan.	1 2	4	Comprehensiveness of the stakeholder meeting facilitation plan.	1	
No.		Learning Outcome assessed															
1	Application of best practice health promotion values and principles to develop the stakeholder engagement plan.	1															
2	Relevance and integration of appropriate health promotion evidence to support the stakeholder engagement plan.	2															
3	Comprehensiveness of the stakeholder engagement plan.	1 2															
4	Comprehensiveness of the stakeholder meeting facilitation plan.	1															
<b>GENERIC SKILLS:</b>	Communication, Organisation, Information literacy																

**All - Assessment Task 2:** Health promotion practice critique

<b>GOAL:</b>	To demonstrate your advanced skills in critiquing health promotion action using the underlying values and principles of contemporary health promotion, and advocating for a best practice approach.																			
<b>PRODUCT:</b>	Artefact - Professional																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	<p>Health promotion is a field that requires practitioners to critique health and wellbeing related programs and policies to ensure and advocate for best practice. You will:</p> <ol style="list-style-type: none"> <li>1. Choose one published peer reviewed health promotion program within the last five years of interest to you. You will need to confirm with the course coordinator that the program you select is appropriate.</li> <li>2. Use best practice health promotion values and principles to conduct your critique and present findings via a professional conference presentation.</li> <li>3. Propose necessary recommendations to ensure and advocate for alignment with a best practice approach.</li> <li>4. Support your critique with relevant scholarly literature (including prescribed readings).</li> <li>5. Develop a 15 minute oral overview of your critique findings.</li> </ol> <p>Further details on the critique framework and professional electronic poster requirements will be available on Canvas.</p>																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Analysis of the underlying health promotion values and principles evident in the practice example.</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Relevance and synthesis of appropriate evidence from the practice example to support the critique and recommendations.</td> <td>2 3</td> </tr> <tr> <td>3</td> <td>Integration of appropriate health promotion scholarly literature into the critique and recommendations.</td> <td>2 3</td> </tr> <tr> <td>4</td> <td>Quality of the design and delivery of the professional conference presentation.</td> <td>1 2</td> </tr> <tr> <td>5</td> <td>Appropriateness of recommendations to ensure alignment of the program critiqued with best practice health promotion.</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Analysis of the underlying health promotion values and principles evident in the practice example.	1 2	2	Relevance and synthesis of appropriate evidence from the practice example to support the critique and recommendations.	2 3	3	Integration of appropriate health promotion scholarly literature into the critique and recommendations.	2 3	4	Quality of the design and delivery of the professional conference presentation.	1 2	5	Appropriateness of recommendations to ensure alignment of the program critiqued with best practice health promotion.	3	
No.		Learning Outcome assessed																		
1	Analysis of the underlying health promotion values and principles evident in the practice example.	1 2																		
2	Relevance and synthesis of appropriate evidence from the practice example to support the critique and recommendations.	2 3																		
3	Integration of appropriate health promotion scholarly literature into the critique and recommendations.	2 3																		
4	Quality of the design and delivery of the professional conference presentation.	1 2																		
5	Appropriateness of recommendations to ensure alignment of the program critiqued with best practice health promotion.	3																		
<b>GENERIC SKILLS:</b>	Communication, Applying technologies, Information literacy																			

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011</b>				
All delivery modes	Artefact - Professional	Stakeholder engagement and facilitated meeting plan	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.5	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			2.4	Taught, Practiced, Assessed
			6.3	Taught, Practiced, Assessed
		Health promotion practice critique	6.3	Taught, Practiced, Assessed
			A.2	Taught, Practiced, Assessed
			A.3	Taught, Practiced, Assessed
			A.4	Taught, Practiced, Assessed
			A.5	Taught, Practiced, Assessed
			A.6	Taught, Practiced, Assessed
			A.8	Taught, Practiced, Assessed
			A.11	Taught, Practiced, Assessed
B.1	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

There are no required/recommended resources for this course.

##### 8.2. Specific requirements

Nil

## 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](#)