

# PUB703 Health Promotion Principles

School: School of Health - Public Health

2024 | Session 2

Online

ONLINE

You can do this course without coming onto campus.

Please go to [usc.edu.au](http://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

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> – 4 hours of structured asynchronous online learning activities and an optional 1-hour online Zoom drop in session	5hrs	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 approaches
- 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 Critically reflect on core health promotion theory, concepts and skills.	Empowered Ethical	A.1, B.1, A.2, A.3, A.4, A.5, A.6, A.10, A.11
2 Critique health promotion action using values and principles evident in health promotion practice.	Empowered Ethical	B.2, A.4, A.6, A.8, 6.3, 9.4
3 Advocate for a best practice health promotion approach.	Empowered Ethical	1.1, 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.10	Sustainable development and sustainable health promotion action
A.11	Being accountable for the quality of one's own practice and taking responsibility for maintaining and improving knowledge and skills
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
1.5	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
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

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

## 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 - Creative, and Oral	Individual	50%	Conference poster presentation - 15 minutes; Written reflection - 400 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional, and Written Piece	Individual	50%	1500 words	Week 8	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: 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 practice.
<b>PRODUCT:</b>	Artefact - Creative, and Oral
<b>FORMAT:</b>	<p>Health promotion is a field that requires practitioners to critique health and wellbeing related programs and policies to ensure 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 an electronic conference style poster.</li> <li>3. Support your critique with relevant scholarly literature (including prescribed readings).</li> <li>4. Develop a 15 minute oral overview of your critique findings.</li> <li>5. Write a 400 word reflection on your key learnings about best practice health promotion as a result of conducting the critique.</li> </ol> <p>Further details on the critique framework and professional electronic poster requirements will be available on Canvas.</p>

CRITERIA:	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 evidence from the practice example to support the critique	2
	3	Integration of appropriate health promotion scholarly literature into the critique	2
	4	Quality of the design and delivery of the electronic poster critique findings	1 2
	5	Application of reflection skills	1

### All - Assessment Task 3: Professional advocacy report

<b>GOAL:</b>	To demonstrate your professional skills in advocating for a best practice health promotion approach.		
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece		
<b>FORMAT:</b>	<p>Health promotion action involves practitioners proactively responding to proposed health and wellbeing policy initiatives to ensure evidence of their effectiveness including alignment with best practice. This type of work is a form of professional advocacy most often undertaken on behalf of an organisation or professional body such as the Australian Health Promotion Association. Written responses, often referred to as submissions are compiled and submitted to government bodies responsible for the related policies and strategies to consider.</p> <p>In this task you will develop a written professional advocacy report for a hypothetical organisation that you work for on a current national or state level health and well-being policy or strategy to ensure the policy or strategy is based on best practice health promotion using health promotion values and principles, and supported by the relevant scholarly literature. Further information about how to prepare the advocacy report will be made available on Canvas.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Application of best practice health promotion values and principles to develop the report.	2 3
	2	Integration of health promotion core concepts to develop the argument.	2 3
	3	Relevance and integration of health promotion scholarly literature to support arguments presented.	3
	4	Appropriateness of recommendations made to ensure policy alignment with best practice health promotion.	3
	5	Adherence to advocacy report genre.	1 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Students will be required to have a microphone headset for assessment requirements.

## 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 of 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)