UniSC

COURSE OUTLINE

PUB704 Healthy Public Policy and Advocacy

School: School of Health - Public Health

2024 | 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 develop specialised knowledge and skills to navigate policymaking environments that influence health equity outcomes, including the role of political ideologies, evidence, power and privilege. You will learn about the role of healthy public policy, theories of the policy process, and use advocacy strategies to gain political commitment, policy support, social acceptance and systems support to create health and well-being and health equity.

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

1.3. Course Topics

Healthy public policy

Political science

Health in All Policies (HiAP)

Policy process

Political ideology

Power and privilege

Public health 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 Discuss how healthy public policy influences health equity.	Creative and critical thinker	B.1, A.6, B.6, A.9, B.10, 1.2, 5.4
2 Analyse the policymaking environment to influence healthy public policy.	Empowered Sustainability-focussed	A.5, B.6, B.10, 1.1, 1.2, 5.1, 5.2, 5.3, 7.1, 7.2
3 Advocate for healthy public policy across a range of stakeholder audiences.	Empowered Sustainability-focussed	B.2, B.3, B.6, B.9, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
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
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
B.6	The current theories and evidence which underpin effective leadership, advocacy and partnership building and their implication for 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
B.10	The systems, policies and legislation which impact on health and their relevance for health promotion.
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
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
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.
5.1	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
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

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

PUB272

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 via three (3) online formative quizzes in the first three weeks and case study example activities across the semester to consolidate your understanding of course concepts and skills required for 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	25%	1200 Words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral	Individual	35%	10-12 minutes	Week 9	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional, and Written Piece	Individual	40%	Written advocacy plan and two (2) advocacy products (approx. 1500 words)	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Healthy public policy critique

GOAL:	To demonstrate your advanced skills in critiquing an existing global healthy public policy based on health promotion best practice.
PRODUCT:	Written Piece
FORMAT:	You will work individually to develop a written critique. Further details regarding the format of the critique will be made available on Canvas.

CRITERIA:	No.		Learning Outcome assessed
	1	Analysis of health promotion best practice evident in the policy example	1
	2	Relevance and synthesis of evidence from the policy example to support the critique	1
	3	Quality of scholarly communication	1

GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 2: Policy planning analysis

GOAL:	To demonstrate your advanced skills in investigating the policy making environment for a given context.
PRODUCT:	Oral
FORMAT:	You will investigate the factors that influence healthy public policy in a given context, using concepts of the healthy public policy process. You will present your policy analysis via an online oral presentation using a multimedia platform of your choice. The oral presentation should: 1) Be 10-12 minutes in length; 2) Visually present and discuss key policy concepts; 5) Use Vancouver JAMA style referencing. Further details on how to approach and complete the policy planning analysis will be available on Canvas.

CRITERIA:	No.		Learning Outcome assessed
	1	Appropriate application of policy factors to explain the policymaking environment.	2
	2	Quality of insight into key policy process concepts.	2
	3	Quality of the design of multimedia to communicate the policy planning analysis.	2
	4	Quality of delivery of the multimedia presentation.	2

GENERIC SKILLS:	Communication, Problem solving, Applying technologies

All - Assessment Task 3: Advocacy plan and products

GOAL:	To demonstrate your advanced knowledge and skills in developing an advocacy plan to advocate for healthy public policy to a range of stakeholder audiences within the policy context.
PRODUCT:	Artefact - Professional, and Written Piece
FORMAT:	You will research, produce and justify an advocacy plan and two (2) advocacy products to advocate for a healthy public policy. The advocacy products should include: 1) Two advocacy products of different genre; 2) Approximately 500 words per product. Further details on how to approach and complete this advocacy plan will be available on Canvas.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Appropriateness of advocacy audiences, mediums and communication messages.	3
	2	Justification of the advocacy audience, medium and communication messages based on the evidence.	2
	3	Application of the genre for the chosen advocacy products.	2
	4	Quality of written communication and referencing.	2

GENERIC SKILLS:	Communication, Problem solving

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

N/A

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 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

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