

PUB705 Health Promotion Community Assessment and Planning

School: School of Health - Public Health

2026 | Session 3

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 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 is an advanced course where you will develop specialised knowledge and skills to conduct a community health and wellbeing assets and needs assessment, and compile an evidence-based culturally safe health promotion plan in partnership with stakeholders. You will develop research skills to source, interpret, and report existing and new quantitative and qualitative community assessment data on relevant health and wellbeing socio-ecological determinants. You will conduct a health and wellbeing issue analysis, and develop related SMART project goal, objectives, and sub-objectives, and related impact and outcome evaluation.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – 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

Health promotion community assessment and planning competencies

Health promotion planning models and frameworks

Community assets and needs assessment

Types of communities

Source, interpret, synthesise and report health and wellbeing data and evidence using credible secondary sources

Community engagement, partnerships, and Cultural Safety

Collect and analyse primary health and well-being data

Determine health and wellbeing priorities

Analyse determinants and population characteristics of health and wellbeing issues

Develop health promotion project plan goals, objectives, sub-objectives

Develop impact and outcome evaluation plans

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 Source, interpret, synthesise, and report evidence on the socio-ecological determinants of health and wellbeing for a priority community.	Knowledgeable Empowered Communication Information literacy	6.2, 6.3, 6.4, 6.5
2 Design qualitative data collection tools to collect and analyse health and wellbeing information from stakeholder groups.	Empowered Ethical Problem solving Information literacy	B.8, 6.1, 6.2, 9.1
3 Use evidence-based literature to conduct a comprehensive health and wellbeing issue analysis, and develop a health promotion project plan to address the health and wellbeing issue.	Empowered Ethical Problem solving Information literacy	A.4, A.5, 3.1, 7.2, 7.4, 9.1, 9.2

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
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
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
3.1	Engage partners from different sectors to actively contribute to health promotion action
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
7.2	Use current models and systematic approaches for planning health promotion action
7.4	Develop and communicate appropriate, realistic and measurable goals and objectives for health promotion action
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

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

PUB252

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

Weekly activities designed to provide feedback on understanding of weekly course concepts to support assessment will be available to students.

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	Report	Individual	50%	Completion of report template	Week 4	Online Submission
All	2	Plan	Individual	50%	Approx. 1800 words	Week 8	Online Submission

All - Assessment Task 1: Health promotion community assessment

GOAL:	To demonstrate your knowledge and skills in health promotion community assessment including; community profiling; sourcing, interpreting, and reporting community health and wellbeing evidence from secondary sources; planning community engagement; and designing primary data collection methods, tools and questions.																			
PRODUCT:	Report																			
AUTHORSHIP STATEMENT:																				
FORMAT:	<p>You will compile a community assessment case example report for a priority community which will involve 1) identifying the type of community; 2) sourcing, interpreting, and reporting community health and wellbeing data from secondary sources; 3) designing primary data collection methods, tools and questions; and 4) processes for engage community stakeholders.</p> <ul style="list-style-type: none"> • Use Vancouver style referencing. • Further details on how to approach and complete the task will be available on Canvas. 																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Design processes to meaningfully engage community stakeholders in community health and wellbeing assessment.</td> <td>2</td> </tr> <tr> <td>2</td> <td>Accuracy of sourcing, categorisation and reporting of appropriate secondary data.</td> <td>1</td> </tr> <tr> <td>3</td> <td>Design of interview protocol and questions to assess the health and wellbeing perceptions of a stakeholder group.</td> <td>2</td> </tr> <tr> <td>4</td> <td>Interpretation of community health and wellbeing findings.</td> <td>2</td> </tr> <tr> <td>5</td> <td>Appropriate integration of evidence to inform and support the community health and wellbeing assessment.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Design processes to meaningfully engage community stakeholders in community health and wellbeing assessment.	2	2	Accuracy of sourcing, categorisation and reporting of appropriate secondary data.	1	3	Design of interview protocol and questions to assess the health and wellbeing perceptions of a stakeholder group.	2	4	Interpretation of community health and wellbeing findings.	2	5	Appropriate integration of evidence to inform and support the community health and wellbeing assessment.	1	
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GENERIC SKILLS:	Communication, Applying technologies, Information literacy																			

All - Assessment Task 2: Health promotion project plan

GOAL:	To demonstrate your knowledge and skills in evidence based health promotion planning to address a health and wellbeing issue in a community.																			
PRODUCT:	Plan																			
AUTHORSHIP STATEMENT:																				
FORMAT:	<p>You will develop an evidence-based health promotion plan to address a selected health and wellbeing issue in a community of interest to you. The plan will describe the health and wellbeing issue, community/population impacted by the issue, and present an analysis of individual and environmental level determinants of the health and wellbeing issue. You will then use the evidence to develop and provide justification for necessary partnerships; the goal, objectives and sub-objectives for your health and wellbeing issue analysis; and justification for outcome and impact evaluation to evaluate your goal, objectives and sub-objectives.</p> <ul style="list-style-type: none"> • Use Vancouver style referencing. • Further details on how to approach and structure the health promotion plan will be available on Canvas. 																			
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GENERIC SKILLS:	Communication, Problem solving, Information literacy																			

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011				
All delivery modes	Plan	Health promotion project plan	6.1	Taught, Practiced, Assessed
			6.2	Taught, Practiced, Assessed
			6.3	Taught, Practiced, Assessed
			6.4	Taught, Practiced, Assessed
			6.5	Taught, Practiced, Assessed
	Report	Health promotion community assessment	3.1	Taught, Practiced, Assessed
			6.1	Taught, Practiced, Assessed
			7.2	Taught, Practiced, Assessed
			7.4	Taught, Practiced, Assessed
			9.1	Taught, Practiced, Assessed
			9.2	Taught, Practiced, Assessed
			A.4	Taught, Practiced, Assessed
			A.5	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](#)