

PUB706 Introduction to Behavioural Health

School: School of Health - Public Health

2026 Semester 1

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

Ensuring healthy lives and promoting well-being at all ages is important to building prosperous and sustainable societies. This foundation course provides specialised knowledge and skills needed to understand health behaviours and actions that can positively influence health and well-being across the lifespan. You will analyse and synthesise complex health information. You will explore, research and apply established behavioural health concepts and theories. You will interpret and communicate knowledge, solutions and ideas related to health promoting factors and behaviours.

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

- Defining and measuring health
- Behavioural health key concepts and definitions
- Factors and events influencing health across the lifespan
- Promoting and protecting your own health and the health of those around you (stress management and other health-related behaviours)
- Theories and models of behaviour change
- Development of healthy behaviours and healthy lifestyles
- Mind and body interactions
- Promoting health and wellbeing for all across the lifespan

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 Demonstrate comprehensive knowledge of key concepts, definitions and theories related to behavioural health.	Knowledgeable Empowered	A.1, B.3, 1.4, 5.4, 6.4, 7.2
2 Source, evaluate and summarise relevant peer reviewed articles related to health and well-being priorities.	Empowered	B.3, A.8, 4.1, 6.3, 6.4, 9.4
3 Critically reflect on and apply health behaviour theories, knowledge and literature-based evidence to inform health promotion action.	Knowledgeable Empowered	B.3, 1.4, 5.4, 7.2, 7.5, 9.4

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
A.1	Health as a human right, which is central to human development
B.3	The determinants of health and their implications for health promotion action
A.8	Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
1.4	Facilitate the development of personal skills that will maintain and improve health
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
5.4	Incorporate new knowledge to improve practice and respond to emerging challenges in health promotion
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
7.2	Use current models and systematic approaches for planning health promotion action
7.5	Identify appropriate health promotion strategies to achieve agreed goals and objectives.
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 PGRD Program

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

A practice quiz will be available in week 2 of teaching for students to complete prior to the first assessment due in week 3 of teaching.

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	Quiz/zes	Individual	25%	Variable	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Report	Individual	40%	Up to 2000 words	Week 11	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional	Individual	35%	Up to 1600 words	Exam Period	Online Submission

All - Assessment Task 1: Reading assignment

GOAL:	To demonstrate your knowledge of concepts, definitions and theories used in behavioural health.		
PRODUCT:	Quiz/zes		
AUTHORSHIP STATEMENT:			
FORMAT:	Quiz. You will complete ten timed quizzes (one per teaching week/module) between weeks 3 and 12 of the semester. Each weekly quiz must be completed before the end of the corresponding teaching week (i.e. week 3 quiz must be completed before the end of week 3). The best five marks from all ten quizzes will be used to calculate your Task 1 grade. Further details will be made available on Canvas.		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification and application of terminology, definitions, concepts and theories related to behavioural health	1 3
	2	Accuracy of your answers	1 3
GENERIC SKILLS:	Problem solving, Information literacy		

All - Assessment Task 2: Scientific journal articles report

GOAL:	To demonstrate your skills in sourcing, evaluating and summarising bodies of knowledge, theory, and research.																			
PRODUCT:	Report																			
AUTHORSHIP STATEMENT:																				
FORMAT:	Written document. You will search for and select relevant and recent (published in the last four years) full-text original research articles on a given health topic. You will evaluate and summarise the articles in a Word document. Evaluations and summaries must illustrate the quality and relevance of articles selected for inclusion in the assessment. Based on the evidence available in the articles selected you will propose a set of at least three evidence-based practice-oriented recommendations that will be of interest for other health professionals. Further details will be made 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>Relevance of search strategy and of articles selected for inclusion</td> <td>2</td> </tr> <tr> <td>2</td> <td>Quality of article evaluations</td> <td>2</td> </tr> <tr> <td>3</td> <td>Synthesis capability as reflected by accuracy and clarity in conveying key findings from the selected articles</td> <td>2</td> </tr> <tr> <td>4</td> <td>Quality of recommendations generated</td> <td>2</td> </tr> <tr> <td>5</td> <td>Quality of product (i.e., structure, syntax, grammar and referencing)</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Relevance of search strategy and of articles selected for inclusion	2	2	Quality of article evaluations	2	3	Synthesis capability as reflected by accuracy and clarity in conveying key findings from the selected articles	2	4	Quality of recommendations generated	2	5	Quality of product (i.e., structure, syntax, grammar and referencing)	2	
No.		Learning Outcome assessed																		
1	Relevance of search strategy and of articles selected for inclusion	2																		
2	Quality of article evaluations	2																		
3	Synthesis capability as reflected by accuracy and clarity in conveying key findings from the selected articles	2																		
4	Quality of recommendations generated	2																		
5	Quality of product (i.e., structure, syntax, grammar and referencing)	2																		
GENERIC SKILLS:	Communication, Information literacy																			

All - Assessment Task 3: Professional artefact

GOAL:	To apply health behaviour theories, knowledge and literature-based evidence to inform health promotion action																			
PRODUCT:	Artefact - Professional																			
AUTHORSHIP STATEMENT:																				
FORMAT:	Professional artefact. You will create a health communication professional artefact that is theory and evidence-based. Further details will be made 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>Accuracy of information included</td> <td>1 3</td> </tr> <tr> <td>2</td> <td>Use of relevant theories</td> <td>1 3</td> </tr> <tr> <td>3</td> <td>Integration of relevant core knowledge</td> <td>1 3</td> </tr> <tr> <td>4</td> <td>Integration of relevant scholarly literature</td> <td>2 3</td> </tr> <tr> <td>5</td> <td>Quality of product</td> <td>1 2 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Accuracy of information included	1 3	2	Use of relevant theories	1 3	3	Integration of relevant core knowledge	1 3	4	Integration of relevant scholarly literature	2 3	5	Quality of product	1 2 3	
No.		Learning Outcome assessed																		
1	Accuracy of information included	1 3																		
2	Use of relevant theories	1 3																		
3	Integration of relevant core knowledge	1 3																		
4	Integration of relevant scholarly literature	2 3																		
5	Quality of product	1 2 3																		
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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Ken Jones, Debra Creedy	2012	Health and Human Behaviour	(3rd ed.)	OUP Australia & New Zealand

8.2. Specific requirements

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

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. 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

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