

PUB706

Introduction to Behavioural Health

School: School of Health - Public Health

2024 Semester 1

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

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

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		
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

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		
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:	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

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		
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:	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

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

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. 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.

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.

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