



COURSE OUTLINE

HLT140 Think Health

Course Coordinator: Tara Gamble (tgamble@usc.edu.au) **School:** School of Health and Behavioural Sciences

2022 | Semester 1

USC Sunshine Coast
USC Moreton Bay
USC Fraser Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website 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 knowledge about your role as a health practitioner in contributing to the health and wellbeing of individuals, communities and populations in a comprehensive primary health care context. You will develop and apply skills in interprofessional collaboration and reflection and will explore the meaning and relevance of the social gradient, ethics, health literacy and culture in health.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 2 hours of independent structured learning materials	2hrs	Week 1	13 times
Tutorial/Workshop 1 – 2-hour workshop	2hrs	Week 1	13 times

1.3. Course Topics

What is health?

Global, national and local health policy, systems and structures

Sustainable Development Goals

Comprehensive primary health care

Interprofessional collaborative practice and health disciplines

The social gradient in health

Health inequalities and health inequities

Ethical practice

Culture in health

Health literacy

Groupwork

Introduction to locating and referencing credible sources

Design and delivery of professional presentations

Reflective writing

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

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 Describe health science concepts within a comprehensive primary health care context.	Knowledgeable	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 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 B.4 - The impact of social and cultural diversity on health and health inequities and the Implications for health promotion action
2 Describe and apply interprofessional collaborative practice in reference to health disciplines.	Empowered	B.9 - The communication processes and current information technology required for effective health promotion action 4.1 - Use effective communication skills including written, verbal, nonverbal, and listening skills
3 Apply reflection skills to explore culture in health.	Engaged	A.3 - Respect for all aspects of diversity including gender, sexual orientation, age, religion, disability, ethnicity, race, and cultural beliefs B.3 - The determinants of health and their implications for health promotion action B.4 - The impact of social and cultural diversity on health and health inequities and the Implications for health promotion action 4.1 - Use effective communication skills including written, verbal, nonverbal, and listening skills

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

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

You will receive early feedback in the Week 1. You can use this feedback to inform your approach to Assessment Task 1.

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	20%	1 hour	Refer to Format	Online Test (Quiz)
All	2	Oral and Written Piece	Individual and Group	40%	4 minutes	Week 7	Online Assignment Submission with plagiarism check and in class
All	3	Written Piece	Individual	40%	800 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online quiz

GOAL:	To demonstrate your understanding of health science concepts.	
PRODUCT:	Quiz/zes	
FORMAT:	You will complete eight (8) quizzes via Canvas. Each quiz will be based on one (1) week's content. Quizzes will be completed in Weeks 2,3,4,5,8,9,11 and 13.	
CRITERIA:	No.	Learning Outcome assessed
	1 Accuracy of responses	1

All - Assessment Task 2: Group presentation

GOAL:	To demonstrate your understanding of interprofessional collaborative practice in reference to health professions and your skills in collaboration and communication.	
PRODUCT:	Oral and Written Piece	
FORMAT:	You will collaborate with peers to research the benefits of interprofessional collaborative practice and consider this in the context of selected health professions. You will develop presentation slides and present your findings to your peers orally.	
CRITERIA:	No.	Learning Outcome assessed
	1 Description of the underlying concepts	2
	2 Communication to convey knowledge and meaning	2
	3 Commitment to group meetings and completion of tasks	1
	4 Sourcing, integration and referencing appropriate, credible literature	2

All - Assessment Task 3: Structured reflection

GOAL:	To demonstrate your cultural self-awareness and skills in reflection.	
PRODUCT:	Written Piece	
FORMAT:	You will describe your cultural self and consider this in reference to working as a health professional. You will apply a structured, reflection framework.	
CRITERIA:	No.	Learning Outcome assessed
	1	Description of cultural self 3
	2	Application of reflection skills 3
	3	Communication using correct spelling, grammar and referencing 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. Directed study hours may vary by location. 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:

- 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 (the rates are cumulative):

- 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. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC 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:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au