



## Course Outline

**Code: PUB272**

### **Title: Health Promotion Settings**

|                            |   |
|----------------------------|---|
| <b>School:</b>             | Health & Sport Science  |
| <b>Teaching Session:</b>   | Semester 2  |
| <b>Year:</b>               | 2019  |
| <b>Course Coordinator:</b> | Tara Gamble Email: <a href="mailto:tgamble@usc.edu.au">tgamble@usc.edu.au</a> |
| <b>Course Moderator:</b>   | Kara Lilly  |

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 and skills in reorienting different settings where people live, work and play to be more health promoting. You will explore and apply health promotion frameworks to create health and wellbeing of people within those settings. You will also develop professional communication briefs to advocate for comprehensive settings based practice.

##### **1.2 Course topics**

Contextual, elemental and non-traditional health promoting settings

Health promoting settings frameworks and resources

Stakeholder governance structures

Advocating for a settings approach

#### **2. What level is this course?**

200 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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?

| <b>Specific Learning Outcomes</b><br>On successful completion of this course you should be able to:              | <b>Assessment Tasks</b><br>You will be assessed on the learning outcome in task/s:                  | <b>Graduate Qualities or Professional Standards mapping</b><br>Completing these tasks successfully will contribute to you becoming: |
|--|---|---|
| Critique health promotion settings frameworks for different contexts   | Task 1: Independent Learning activities 2b: Health promotion settings poster presentation           | Creative and critical thinkers.   |
| Apply multiple best practice health promotion concepts, principles, models and processes to settings for health. | Task 2a: Health promotion setting analysis<br>Task 2b: Health promotion setting poster presentation | Ethical.  |
| Advocate for the adoption of a health promotion settings approach across a range of stakeholder audiences.       | Task 3: Communication briefs  | Empowered.  |

#### 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 Enrolment restrictions

Nil

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

PUB742, PUB704

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

#### 6. How am I going to be assessed?

##### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

##### 6.2 Details of early feedback on progress

The first task quizzes and short answer responses are low weighting assessments from weeks 2-6 to provide early assessment on course concepts.

### 6.3 Assessment tasks

| Task No. | Assessment Tasks                  | Individual or Group | Weighting % | What is the duration / length?                           | When should I submit?   | Where should I submit it?                   |
|----------|-----------------------------------|---------------------|-------------|--|---|---|
| 1        | Independent learning activities   | Individual          | 25%         | 3 x quizzes (5% each)<br><br>Short answer response (10%) | 3 x quizzes weeks 2,4 and 5<br><br>Short answer response week 6 | Blackboard]<br><br>[Blackboard [SafeAssign] |
| 2a       | Health promotion setting analysis | Group               | 20%         | 1000 words (approx.)                                     | 2pm Friday week 9   | Blackboard [SafeAssign]                     |
| 2b       | Health promotion setting poster   | Group               | 25%         | Poster, 1000 word equivalent, 2 minute discussion        | In class Week 12  | In class and Blackboard [SafeAssign]        |
| 3        | Communication briefs              | Individual          | 30%         | 700 words  | 2pm Friday week 15  | Blackboard [SafeAssign]                     |
|          |                                   |                     | 100%        |  |   |   |

#### Assessment Task 1: Independent learning activities

|                  |   |
|------------------|---|
| <b>Goal:</b>     | To demonstrate that you understand health promotion setting frameworks and can critically assess their usefulness in different contexts.  |
| <b>Product:</b>  | 3 x on-line quizzes<br>1 x short answer response  |
| <b>Format:</b>   | Completion of three (3) online quizzes via BB and one (1) case study activity sheet   |
| <b>Criteria:</b> | <ul style="list-style-type: none"> <li>You will be assessed on the accuracy of responses provided, including:</li> <li>Understanding of health promotion setting frameworks</li> <li>Application of health promotion settings frameworks</li> </ul> |

#### Assessment Task 2a: Health promotion setting analysis

|                  |  |
|------------------|--|
| <b>Goal:</b>     | To develop an understanding of a specific setting through the application of best practice settings frameworks.  |
| <b>Product:</b>  | Health promotion setting analysis and identification of appropriate theory and frameworks for planning change in that setting (approx. 1000 words).  |
| <b>Format:</b>   | In groups, choose a current setting <ul style="list-style-type: none"> <li>Research background information of the selected setting using an evidence-based settings framework</li> <li>Identify and list at least three appropriate frameworks for planning change in your setting</li> <li>Reference using Vancouver referencing style (minimum 10 references)</li> </ul>   |
| <b>Criteria:</b> | You will be assessed on the: <ul style="list-style-type: none"> <li>Accurate application of settings framework to understand a specific setting</li> <li>Appropriate and accurate identification of settings frameworks to justify planning change in your setting</li> <li>Collaboration of group members</li> <li>Location of information from a variety of sources including peer-review articles and credible sources</li> </ul> |

**Assessment Task 2b: Health promotion settings poster**

|                  |  |
|------------------|--|
| <b>Goal:</b>     | To demonstrate your ability to integrate evidence from the literature with health promotion settings theory and frameworks to develop a setting approach and communicate this to a professional audience.  |
| <b>Product:</b>  | Poster (pdf) and oral explanation  |
| <b>Format:</b>   | <ul style="list-style-type: none"> <li>• Work in the same groups as Tasks 2a to develop a poster on your specific setting from Task 2a (format instructions on the course Blackboard site)</li> <li>• Your poster should include the following information:             <ol style="list-style-type: none"> <li>a) Overview of the setting</li> <li>b) Proposed frameworks and strategies to be implemented</li> <li>c) Stakeholder governance structure</li> </ol> </li> <li>• Each team member will be required to respond to at least 1 question related to the settings plan during the presentation of posters in class</li> <li>• Include at least 15 references using Vancouver referencing style</li> </ul> |
| <b>Criteria:</b> | You will be assessed on the: <ul style="list-style-type: none"> <li>• Accurate application of the chosen theoretical frameworks to the setting context</li> <li>• Accurate integration of evidence-base strategies to setting approach</li> <li>• Appropriate identification of stakeholders and development of governance structure</li> <li>• Collaboration of group members</li> <li>• Communication of poster including format and clarity of information (written and oral)</li> </ul>  |

**Assessment Task 3: Communication briefs**

|                  |  |
|------------------|--|
| <b>Goal:</b>     | To demonstrate your ability to utilise various tools to advocate for the adoption of a settings approach to different audiences).  |
| <b>Product:</b>  | <ol style="list-style-type: none"> <li>1. Written public media release</li> <li>2. Written letter</li> </ol>   |
| <b>Format:</b>   | Briefs advocating for the adoption of a settings approach: <ol style="list-style-type: none"> <li>1. 350 words (+/-10%) media release targeting general community</li> <li>2. 350 words (+/-10%) letter targeting political decision maker</li> </ol>  |
| <b>Criteria:</b> | You will be assessed on the: <ul style="list-style-type: none"> <li>• Accuracy of communication in advocating for a settings approach</li> <li>• Appropriate communication and framing of message for target audience, and</li> <li>• Use of correct syntax and mechanics and adherence to genre.</li> </ul> |

**7. What are the course activities?****7.1 Directed study hours**

The directed study hours listed here are a portion of the workload for this course. 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.

| <b>Location: Specific Campus(es) or online:</b> | <b>Directed study hours for location:</b>  |
|---|--|
| USC Sunshine Coast                              | This course will have 13 weeks of blended delivery, inclusive of 1 x 1 hour pre-class online activities per week (13 weeks) and 1 x 2hr workshops per week (10 weeks) across the semester. |

## 7.2 Course content

| Week #/<br>Module # | What key concepts/content will I learn?   |
|---------------------|---|
| 1                   | Course overview:<br>-Definition and historical evolution of health promoting settings |
| 2                   | Contextual health promotion settings  |
| 3                   | Elemental health promotion settings   |
| 4                   | Elemental health promotion settings   |
| 5                   | Non-traditional health promotion settings   |
| 6                   | Benefits and challenges to a settings approach  |
| 7                   | Planning a health promotion settings approach   |
| 8                   | Planning a health promotion settings approach   |
| 9                   | Stakeholder analysis and governance structures  |
| 10                  | Advocating for a settings approach  |
| 11                  | Advocating for a settings approach  |
| 12                  | In-class presentations  |
| 13                  | Course review   |

Please note that the course content may be subject to variation.

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s)

Nil

### 8.2 Specific requirements

Nil

## 9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 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%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

## 10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

## 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#). Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## 10.5 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:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - 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](mailto:studentcentral@usc.edu.au)