



COURSE OUTLINE

PUB351 Health Promotion Implementation and Evaluation

Course Coordinator: Anthony Walsh (awalsh1@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

Online

ONLINE

You can do this course without coming onto campus.

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 the knowledge and skills required to plan for the implementation and evaluation of health promotion action. You will research evidence-based health promotion strategies used to address the determinants of a health and wellbeing priority and develop a health promotion strategy portfolio based on evidence and theory. You will learn about evaluation approaches including outcome, impact, and process levels which you will develop for your health promotion plan.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE 1			
Tutorial/Workshop 1 – Technology-enabled (Zoom) workshop online	2hrs	Week 1	10 times
Independent Study/Research – Online self-directed learning	2hrs	Week 1	13 times

1.3. Course Topics

Health promotion implementation and evaluation competencies
Health promotion implementation and evaluation values, principles and process
Evidence-based health promotion strategies
Health promotion strategy portfolio
Health promotion strategy theories
Process evaluation planning
Process evaluation indicators, methods, tools and measures

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply best practice health promotion principles and processes to plan for the implementation and evaluation of ethical and culturally sensitive health promotion programs.	Knowledgeable Empowered
2 Use evidence-based literature to research and design a sustainable health promotion strategy portfolio to address determinants of a priority population/community level health and wellbeing topic.	Empowered Sustainability-focussed
3 Use evidence-based approaches to research and design a comprehensive plan to evaluate a health promotion project that addresses a priority population/community level health and wellbeing topic.	Creative and critical thinker 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. 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

Early feedback will be provided across the semester via reflective quizzes and case examples to check understanding of foundation concepts to support assessment.

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	Written Piece	Individual	20%	Online (time specified) quizzes Written responses – short answer	Throughout teaching period (refer to Format)	Online Assignment Submission
All	2	Oral	Group	40%	Oral presentation (15 minutes + 2 minutes questions); short written critique	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	3	Plan	Individual	40%	Written plan (completion of a template)	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Foundation activities

GOAL:	To demonstrate knowledge and skills in best-practice health promotion strategy development.	
PRODUCT:	Written Piece	
FORMAT:	Quizzes related to the application of best practice health promotion strategy development concepts and processes. Written responses related to sourcing, critiquing and summarising evidence to inform strategy decisions. Quizzes due weeks 2 and 3, written short answer responses due week 5. Further details on how to approach and complete the foundation activities will be available on Blackboard.	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of relevant health promotion strategy development frameworks. 2
	2	Relevance of evidence to develop a portfolio of health promotion strategies. 2
	3	Communication and synthesis of findings and conclusions. 1
	4	Accuracy of interpretation and reporting of evidence. 1

All - Assessment Task 2: Strategy portfolio presentation

GOAL:	To demonstrate knowledge and skills in researching, designing and communicating a sustainable health promotion strategy portfolio to address the determinants of a health and wellbeing topic.																									
PRODUCT:	Oral																									
FORMAT:	<p>In groups of three or four, you will work collaboratively to design and orally present an evidence-based portfolio of strategies for a health and wellbeing topic in a selected community.</p> <p>You will delivery your oral presentation in week 8 or 9</p> <p>Your oral presentation is for a professional audience and to be delivered via appropriate technology, for example, PowerPoint.</p> <p>Your presentation will include: an introduction to the health and wellbeing topic and priority population being addressed; summary of the evidence and principles used to inform strategy choices; strategy portfolio, including theoretical basis and capacity to address determinants of the health and wellbeing topic; references.</p> <p>As a group, you will also submit a work plan detailing how you collaborated in your group to develop the presentation and a short, written critique of your peers' presentations.</p> <p>Use Vancouver JAMA style referencing.</p> <p>Further details on how to design a strategy portfolio and the oral presentation, work plan and peer critique requirements will be available on Blackboard.</p>																									
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Use of evidence to develop a portfolio of health promotion strategies.</td> <td>2</td> </tr> <tr> <td>2</td> <td>Appropriateness of health promotion strategies to address determinants of a health and wellbeing topic.</td> <td>2</td> </tr> <tr> <td>3</td> <td>Application of relevant health promotion principles to inform the design of the health promotion strategy portfolio.</td> <td>1</td> </tr> <tr> <td>4</td> <td>Application of appropriate theories/models to design health promotion strategy activities.</td> <td>2</td> </tr> <tr> <td>5</td> <td>Extent of collaboration to produce and present a strategy portfolio.</td> <td>1</td> </tr> <tr> <td>6</td> <td>Quality of critique of peer presentations.</td> <td>1</td> </tr> <tr> <td>7</td> <td>Quality of the design and delivery of the oral presentation.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Use of evidence to develop a portfolio of health promotion strategies.	2	2	Appropriateness of health promotion strategies to address determinants of a health and wellbeing topic.	2	3	Application of relevant health promotion principles to inform the design of the health promotion strategy portfolio.	1	4	Application of appropriate theories/models to design health promotion strategy activities.	2	5	Extent of collaboration to produce and present a strategy portfolio.	1	6	Quality of critique of peer presentations.	1	7	Quality of the design and delivery of the oral presentation.	1	
No.		Learning Outcome assessed																								
1	Use of evidence to develop a portfolio of health promotion strategies.	2																								
2	Appropriateness of health promotion strategies to address determinants of a health and wellbeing topic.	2																								
3	Application of relevant health promotion principles to inform the design of the health promotion strategy portfolio.	1																								
4	Application of appropriate theories/models to design health promotion strategy activities.	2																								
5	Extent of collaboration to produce and present a strategy portfolio.	1																								
6	Quality of critique of peer presentations.	1																								
7	Quality of the design and delivery of the oral presentation.	1																								

All - Assessment Task 3: Evaluation plan

GOAL:	To develop your knowledge and skills in designing and communicating an evaluation plan for a health promotion project plan.
PRODUCT:	Plan
FORMAT:	<p>Individually you will develop and communicate an evaluation plan to evaluate the health promotion strategy portfolio designed in Task 2.</p> <p>Using the evaluation plan template provided you will develop and provide justification for process evaluation to assess an allocated strategy and activities [exposure, participation, delivery, program satisfaction, context] and identify an indicator of change and how you will measure any changes. This will include process performance indicators and relevant data collection methods and tools, types, sources, and timeframes. Once you have developed your process evaluation you will develop 10 questions to be included in a survey tool to collect process evaluation data.</p> <p>Use Vancouver JAMA style referencing.</p> <p>The evaluation plan template and further details on how to approach and complete the evaluation plan will be available on Blackboard.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Application of health promotion evaluation models. 1 3
	2	Use of evidence to develop a process evaluation plan. 3
	3	Technical accuracy of process evaluation components. 3
	4	Quality of the justification for the evaluation. 3
	5	Alignment of process evaluation questions with the evaluation plan indicators. 3
	6	Technical accuracy of process evaluation tool and questions. 3
	7	Quality of written communication and referencing requirements. 1

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 Blackboard 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	PUBLISHER
Required	Nutbeam D, Harris E & Wise M	2010	Theory in a Nutshell: A practical guide to health promotion theories	McGraw-Hill,
Required	Bauman A & Nutbeam D	2014	Evaluation in A Nutshell: A practical guide to the evaluation of health promotion programs	McGraw-Hill

8.2. Specific requirements

Not applicable

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 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

Your eligibility for supplementary assessment in a course is dependent on 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. 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.

10.5. 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.

10.6. 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.

10.7. 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>

10.8. 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