



## Course Outline

**Code: PUB702**

### **Title: Health Promotion Implementation and Evaluation**

<b>School:</b>	Health & Sport Sciences
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2020
<b>Course Coordinator:</b>	A/Prof Jane Taylor Email jane.taylor@usc.edu.au
<b>Course Moderator:</b>	Dr Rachel Cole Email: rcole@usc.edu.au

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**

This is an advanced course where you will develop specialised 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 topic, and develop a health promotion strategy portfolio based on evidence and theory. You will explore health promotion evaluation approaches and develop a process evaluation plan for your health promotion strategy portfolio.

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

Sourcing, critiquing and synthesising the evidence on health promotion strategies to address the determinants of a health and wellbeing topic  
Selecting multiple health promotion strategies based on the Ottawa Charter for Health Promotion  
Applying theories to develop health promotion strategies and actions  
Process evaluation planning to evaluate health promotion strategies, and  
Process evaluation indicators, methods, tools and measures.

#### **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?

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Apply best practice health promotion principles and theories to plan for the implementation and evaluation of ethical and culturally sensitive health promotion action.	Task 1: Foundation activities	Creative and critical thinkers.
Use evidence-based literature to research, design and communicate a sustainable health promotion strategy portfolio that addresses determinants of a complex health and wellbeing topic.	Task 2: Strategy portfolio presentation	Sustainability-focussed. Empowered.
Use evidence-based approaches to research and design a comprehensive plan to evaluate the strategy portfolio in a health promotion project.	Task 3: Process evaluation plan	Creative and critical thinkers. 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

Students must be enrolled in any post-graduate program

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

PUB351

##### 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

Task 1: Foundation activities are designed to provide early feedback on academic progress towards subsequent assessment tasks of the course (Tasks 2 and 3). For example, in Week 3 you will submit a summary of three articles you have sourced to develop Task 2: Strategy portfolio presentation, for feedback.

**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	Foundation activities	Individual	15%	Two on-line multiple-choice quizzes; Evidence summary of three (3) articles	Online quizzes: weeks 1, 4; Evidence summary: week 3	Electronic submission via Blackboard (Safe Assign)
2	Strategy portfolio presentation	Individual	40%	On-line pre-recorded oral presentation (15 minutes)	Week 9	Electronic submission via Blackboard (Safe Assign)
3	Process evaluation plan	Individual	45%	Written plan (completion of template)	Week 15	Blackboard via Blackboard (Safe Assign)
			100%			

**Assessment Task 1: Foundation activities**

<b>Goal:</b>	To demonstrate your knowledge and skills in best practice health promotion strategy development.	
<b>Product:</b>	a) Two on-line quizzes b) Written evidence summary	
<b>Format:</b>	<ul style="list-style-type: none"> <li>Work individually to complete on-line quiz questions related to the application of best practice health promotion strategy development concepts and processes.</li> <li>Work individually to source, critique and summarise evidence-based literature on health promotion strategies to address determinants of a health and wellbeing topic , and</li> <li>Use Vancouver JAMMA style referencing.</li> </ul>	
<b>Criteria:</b>	You will be assessed on the: <ul style="list-style-type: none"> <li>Application of relevant health promotion strategy portfolio development frameworks</li> <li>Relevance of evidence to develop a portfolio of health promotion strategies</li> <li>Accuracy of interpretation and reporting of evidence, and</li> <li>Communication and synthesis of findings and conclusions.</li> </ul>	
<b>Generic skills assessed</b>	<b>Skill assessment level</b>	
Information literacy Communication	Specialised	

**Assessment Task 2: Strategy portfolio presentation**

<b>Goal:</b>	To demonstrate your knowledge and skills in researching, designing and communicating a sustainable health promotion strategy portfolio to address the determinants of a complex health and wellbeing topic.
<b>Product:</b>	Oral presentation
<b>Format:</b>	<ul style="list-style-type: none"> <li>Work individually to design and present via an on-line pre-recorded oral presentation an evidence-based portfolio of health promotion strategies to address the determinants of a health and wellbeing topic in a selected community. Your oral presentation is for a professional audience and to be delivered via appropriate technology, for example, PowerPoint.</li> <li>Your oral presentation will include: an introduction to the health and wellbeing topic being addressed; summary of the evidence for your selection of health promotion strategies; health promotion strategy portfolio based on the Ottawa Charter for Health Promotion and strategy theories; statement on the capacity of the strategy portfolio to address determinants of the</li> </ul>

	<p>health and wellbeing topic; key health promotion principles. underpinning the strategy portfolio; and references.</p> <ul style="list-style-type: none"> <li>• Use Vancouver JAMMA style referencing.</li> <li>• Further details on how to design a health promotion strategy portfolio and the on-line pre-recorded oral presentation will be available on Blackboard.</li> </ul>
<b>Criteria:</b>	<p>You will be assessed on the:</p> <ul style="list-style-type: none"> <li>• Use of evidence to develop a portfolio of health promotion strategies</li> <li>• Appropriateness of health promotion strategies to address the determinants of a health and wellbeing topic</li> <li>• Application of relevant health promotion principles to inform the design of the health promotion strategy portfolio</li> <li>• Application of appropriate theories/models to design health promotion strategy activities, and</li> <li>• Quality of the design and delivery of the on-line oral presentation.</li> </ul>
<b>Generic skills assessed</b>	
<p>Organisation Problem solving Applying technologies</p>	<b>Skill assessment level</b>
	Specialised

### Assessment Task 3: Process evaluation plan

<b>Goal:</b>	To demonstrate your knowledge and skills in using the evidence-based literature to design and communicate a process evaluation plan to evaluate health promotion portfolio strategies.
<b>Product:</b>	Evaluation plan
<b>Format:</b>	<ul style="list-style-type: none"> <li>• Work individually to develop and communicate a process evaluation plan for a health promotion project. The evaluation plan will be based on the health promotion strategy portfolio (and related evidence) undertaken in Task 2.</li> <li>• Using the evaluation plan template provided you will: develop and provide justification for the process evaluation to evaluate project strategies and activities; and develop a process evaluation data collection instrument to collect data for a selection of process evaluation indicators.</li> <li>• Use Vancouver JAMMA style referencing.</li> <li>• The process evaluation plan template and further details on how to approach and complete the evaluation plan will be available on Blackboard.</li> </ul>
<b>Criteria:</b>	<p>You will be assessed on:</p> <ul style="list-style-type: none"> <li>• Application of health promotion process evaluation models</li> <li>• Use of evidence to develop a process evaluation plan</li> <li>• Technical accuracy of the process evaluation components</li> <li>• Alignment of process evaluation questions with the evaluation plan indicators</li> <li>• Quality of the justification for the process evaluation, and</li> <li>• Quality of the written communication and referencing requirements.</li> </ul>
<b>Generic skills assessed</b>	
<p>Information literacy Problem solving Communication</p>	<b>Skill assessment level</b>
	Specialised

## 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.

This course will be delivered via technology-enabled learning and teaching. All lectures/workshops will remain in this mode for Semester 2 2020. When government guidelines allow, and if practical, students that elected on-campus study via the class selection process will be advised via Blackboard if/when on-campus sessions can resume.

<b>Location:</b>	<b>Directed study hours for location:</b>
Online	Over the 13-week semester you will engage in 3-4 hours of independent and collaborative learning activities per week. You will also have access to a 1-2 hour weekly on-line collaboration session.
SouthBank	Over the 13-week semester you will engage in 10 weeks of independent (2-3 hours) and collaborative (1-2 hours) learning per week, and 3 weeks of fully independent learning (3 hours).

## 7.2 Course content

<b>Week</b>	<b>What key concepts/content will I learn?</b>
1	Introduction to health promotion, and health promotion implementation and evaluation
2	Using evidence to determine health promotion strategies 1
3	Using evidence to determine health promotion strategies 2
4	Health promotion strategy theories 1
5	Health promotion strategy theories 2
6	Health promotion strategy theories 3
7	Health promotion strategy theories 4 Partnership strategies for working with stakeholders
8	Partnership strategies for working with stakeholders
9	Evaluating health promotion programs
10	Process evaluation 1
11	Process evaluation 2
12	Process evaluation instruments 1
13	Process evaluation instruments 2

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)

Please note that you need to have regular access to the resource(s) listed below. The textbook is available via the library as an EBook.

Author	Year	Title	Publisher
Nutbeam D, Harris E & Wise M	2010	<i>Theory in a Nutshell: A practical guide to health promotion theories</i> (3 <sup>rd</sup> ed.)	McGraw-Hill, North Ryde.

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

### 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:

- 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 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 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

### 10.6 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>

### 10.7 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](mailto:studentcentral@usc.edu.au)