



## Course Outline

**Code: PUB703**

### **Title: Health Promotion Principles**

**School:** Health & Sport Sciences  
**Teaching Session:** Session 2  
**Year:** 2020  
**Course Coordinator:** Dr Jane Taylor Email: jane.taylor@usc.edu.au Tel: 61 7 5459 4543  
**Course Moderator:** Ms Tara Gamble Email: tgamble@usc.edu.au Tel: 61 7 5459 4656

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 foundation course will develop your specialised health promotion knowledge and skills including critiquing health promotion professional practice. You will explore the development of health promotion professional competencies, underlying core concepts, and values and principles from traditional through to critical health promotion approaches. You will apply your health promotion knowledge and skills to critique current health promotion initiatives for evidence of best practice.

##### **1.2 Field trips, WIL placements or activities required by professional accreditation**

Activity	Details
N/A	N/A

##### **1.3 Course topics**

Defining health promotion  
Development of health promotion  
Health promotion competencies  
Health promotion models  
Core health promotion concepts, values and principles  
Structures and resources for health promotion  
Critical through to traditional health promotion approaches  
Critiquing health promotion action (strategies, policies and programs)

#### **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:
Explain health promotion core concepts, values, principles and development.	Task 1: Health promotion reflection portfolio Task 2: Facilitated group activity	Ethical. Knowledgeable.
Critically reflect on contemporary health promotion theory and practice.	Task 1: Health promotion reflection portfolio Task 2: Facilitated group activity	Ethical.
Critique health promotion action using philosophical, ethical and technical health promotion values and principles.	Task 3: Health promotion practice critique	Ethical. 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

Enrolled in any Postgraduate Program

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

PUB271

##### 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

You will be provided with formative feedback in week 2 in-class (on-campus students) or on-line (on-line students) on one of your draft reading reflections.

## 6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting	What is the duration/length?	When should I submit?	Where should I submit it?
1	Written Piece	Individual	20%	Two (2) x 600 word written reflections on prescribed readings	Week 3	Online Assignment Submission with Plagiarism check
2	Oral, and Written Piece	Group	35%	15 minutes (15%) + A4 Information sheet (20%)	Week 5	Online Assignment Submission with Plagiarism check
3	Case Study	Individual	45%	Conference poster presentation (3-minute overview & question response)	Week 8	Online Assignment Submission with Plagiarism check
			100%			

### Assessment Task 1: Health promotion reflection portfolio

<b>Goal:</b>	To demonstrate your advanced skills in engaging with and reflecting on health promotion discipline knowledge and scholarly literature required for professional practice.
<b>Product:</b>	Written Piece
<b>Format:</b>	Structured reflection is an important lifelong professional learning skill that in this task will assist you to learn about health promotion discipline knowledge and literature as a basis for professional practice. Individually you will complete two (2) 600 word written reflections on two (2) prescribed readings using a structured reflection framework. Details on the format of the structured reflection will be made available on BB. The reading reflections will be on critique frameworks required for Task 3 Health promotion practice critique. You will be provided with formative feedback in week 2 in-class (on-campus students) or on-line (on-line students) on one of your draft reading reflections.
<b>Criteria:</b>	You will be assessed on the: <ul style="list-style-type: none"> <li>• Comprehension of health promotion principles frameworks</li> <li>• Application of reflection skills, and</li> </ul> Quality of scholarly communication.
<b>Generic skill assessed</b>	<b>Skill assessment level</b>
Information literacy	Specialised
Communication	Specialised

## Course Outline: PUB703 Health Promotion Principles

**Assessment Task 2: Facilitated group activity**

<b>Goal:</b>	To demonstrate your understanding of core health promotion concepts and facilitation skills.	
<b>Product:</b>	Oral and Written Piece	
<b>Format:</b>	<ul style="list-style-type: none"> <li>You will work collaboratively in small groups of three (3) to prepare an A4 Information sheet on an allocated health promotion core concept which you will present via a facilitated group activity either in-class (on-campus students) or on-line (on-line students).</li> <li>The Information sheet will include a minimum of four (4) scholarly references including those from prescribed readings and made available to your peers on Blackboard prior to the facilitated group activity.</li> <li>The facilitated group activity will be 15-minutes and utilise a small-group facilitation technique.</li> <li>Further information about how to construct an Information sheet and group facilitation techniques will be made available on Blackboard.</li> </ul>	
<b>Criteria:</b>	<p>You will be assessed on the:</p> <ul style="list-style-type: none"> <li>Accuracy of information provided on the health promotion concept</li> <li>Clarity of oral and written communication of the health promotion concept</li> <li>Quality of the design of the Information sheet</li> <li>Extent of collaboration to produce the Information Sheet (individually assessed) and</li> <li>Quality of the facilitation of the group activity (individually assessed).</li> </ul>	
<b>Generic skill assessed</b>		<b>Skill assessment level</b>
Communication		Specialised
Collaboration		Specialised
Applying technologies		Specialised

**Assessment Task 3: Health promotion practice critique**

<b>Goal:</b>	To demonstrate your skills in critiquing health promotion action using the underlying values and principles of contemporary health promotion practice.	
<b>Product:</b>	Case Study	
<b>Format:</b>	<p>Health promotion is a field that requires practitioners to carefully critique programs and policies to ensure critical and evidence based practice. You will:</p> <ul style="list-style-type: none"> <li>Choose one published peer reviewed health promotion program that has been implemented and evaluated within the last three (5) years and of interest to you.</li> <li>Use a health promotion values and principles framework to conduct your critique and present findings via an electronic poster.</li> <li>Support your critique with relevant scholarly literature (including prescribed readings).</li> <li>Display your electronic poster in-class (on-campus students) or on-line (on-line students), deliver an oral three (3) minute overview of your critique findings and respond orally to three (3) questions.</li> <li>Further details on the critique framework and professional electronic poster requirements 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>Application of the health promotion critique framework</li> <li>Analysis of the underlying health promotion values and principles evident in the practice example</li> <li>Relevance and synthesis of evidence from the practice example to support the critique</li> <li>Integration of appropriate health promotion scholarly literature in the critique, and</li> <li>Quality of the design of the professional poster.</li> </ul>	
<b>Generic skill assessed</b>		<b>Skill assessment level</b>
Communication		Specialised
Problem solving		Specialised

## 7. 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.

Location:	Directed study hours for location:
USC SouthBank	8 weeks of blended delivery with 7 x 3 hour workshops and 1 hour pre-class online activity per week
Online	8 weeks of blended delivery with 7 x 1 hour Zoom session and 1 hour pre-class online activity per week

## 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)

No prescribed text.

### 8.2 Specific requirements

Students will be required to have a microphone headset for web conference assessment requirements.

## 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 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)