



COURSE OUTLINE

PUB704

Health Promotion Settings and Advocacy

Course Coordinator: Jane Taylor (jgregg@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 specialised knowledge and skills in creating health-promoting settings of everyday life in the neighbourhoods and communities where people live, love, work, shop and play. You will learn about the role of healthy public policy, how to apply theories of the policy process, and use advocacy strategies to gain political commitment, policy support, social acceptance and systems support to create health and well-being and address inequalities.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE 1			
Online – 3 hours of structured online learning activities and an optional 1-hour online discussion forum	4hrs	Week 1	13 times

1.3. Course Topics

Health promoting settings

Healthy public policy

Policy process

Health in All Policies (HiAP)

Commercial determinants of health

Public health advocacy

Media advocacy

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?

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 a settings approach for health promotion action.	Creative and critical thinker
2 Develop healthy public policy to create environments and settings that support health and wellbeing.	Empowered
3 Advocate for healthy public policy across a range of stakeholder audiences.	Sustainability-focussed

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

Enrolled in any Postgraduate Program.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

PUB272

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 via three (3) online formative quizzes in the first three weeks and case study example activities across the semester to consolidate your understanding of course concepts and skills required for 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	25%	1200 Words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral	Individual	35%	10 minutes	Week 9	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional, and Written Piece	Individual	40%	Written advocacy plan and two (2) advocacy products (approx. 1500 words)	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Health promotion settings critique

GOAL:	To demonstrate your advanced knowledge and skills in critiquing a health promotion setting framework for health promotion action.																
PRODUCT:	Written Piece																
FORMAT:	<p>You will critique one (1) health promotion settings case example from the options provided. Your written critique should include the following:</p> <ol style="list-style-type: none"> 1) Brief description of the health promotion setting case example; 2) Justification for the settings approach for health promotion action; 3) Description of the selected settings framework used in the case example; 4) Discussion of the strengths and limitations of the application of the settings framework used; 5) Recommendations for future improvements to the application of the settings framework used, and 6) Use of Vancouver JAMA style referencing. <p>Further details on how to approach and complete this health promotion setting critique will be available on Blackboard.</p>																
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All - Assessment Task 2: Policy planning analysis

GOAL:	To demonstrate your advanced skills in investigating the application of policy processes in the adoption of Health in All Policies (HiAP).																			
PRODUCT:	Oral																			
FORMAT:	<p>You will investigate the factors that influence the likelihood of Health in All Policies (HiAP) being adopted. This assessment will be based on the policy process factors provided in class. You will present your policy analysis via an oral presentation using a multimedia platform of your choice.</p> <p>The oral presentation should:</p> <ol style="list-style-type: none"> 1) Be 10 minutes in length; 2) Incorporate evidence of a range of enabling and/or challenging factors for adopting HiAP; 3) Visually present a range of policy factors relevant to the policy process; 4) Discuss key policy concepts; 5) Use Vancouver JAMA style referencing. <p>Further details on how to approach and complete the policy planning analysis will be available on Blackboard.</p>																			
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All - Assessment Task 3: Advocacy plan and products

GOAL:	To demonstrate your advanced knowledge and skills in developing an advocacy plan to advocate for a HiAP approach to a range of stakeholder audiences within the policy context.																
PRODUCT:	Artefact - Professional, and Written Piece																
FORMAT:	<p>You will research, produce and justify an advocacy plan and two (2) advocacy products to advocate for a HiAP approach within a given policy context setting.</p> <p>The written advocacy plan should include:</p> <ol style="list-style-type: none"> 1) An overview of the setting; 2) Identification of three (3) recommendations to progress a HiAP approach; 3) Three (3) advocacy strategies for different stakeholder audiences; 4) Justification for the chosen audiences, medium and framing of advocacy strategies; 5) Use of Vancouver JAMA style referencing. <p>The advocacy products should include:</p> <ol style="list-style-type: none"> 1) Two advocacy products of different genre; 2) One media advocacy genre of your choice from options provided; 3) Approximately 500 words per product. <p>Further details on how to approach and complete this advocacy plan will be available on Blackboard.</p>																
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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

There are no required/recommended resources for this course.

8.2. Specific requirements

N/A

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 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:

- 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