Course Outline

Code: PUB705
Title: Health Promotion Assessment and Planning

School: Health & Sport Sciences
Teaching Session: Session 3
Year: 2020
Course Coordinator: Dr Jane Taylor  Email: jane.taylor@usc.edu.au
Course Moderator: 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 conduct a community health and wellbeing assessment and compile an evidence-based health promotion plan. Your health promotion plan will include a comprehensive health issue analysis for a health and wellbeing community priority, and related project goal, objectives and sub-objectives, and impact and outcome evaluation.

   1.2 Field trips, WIL placements or activities required by professional accreditation
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

   1.3 Course topics
   Health promotion planning models and frameworks
   Community profiling
   Community assets and needs assessment concepts, principles and processes
   Sourcing, appraising and reporting health and wellbeing data and evidence
   Understanding how to prioritise complex community health and wellbeing priorities
   Analysing the determinants and population characteristics of health and wellbeing issues
   Health promotion project planning - establishing goals, objectives, sub-objectives and evaluation

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?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>Source, critique, interpret and synthesise information on the complex determinants of health for a priority community, and present and discuss the results.</td>
<td>Task 1: Quiz/zes  Task 2: Community assessment case study</td>
<td>Creative and critical thinkers.</td>
</tr>
<tr>
<td>Design qualitative data collection tools to collect and analyse health and wellbeing information from stakeholder groups.</td>
<td>Task 1: Quiz/zes  Task 2: Community assessment case study</td>
<td>Ethical.</td>
</tr>
<tr>
<td>Use evidence-based literature to conduct a comprehensive health priority analysis and develop a health promotion project plan to address the health priority.</td>
<td>Task 2: Community assessment case study  Task 3: Health promotion project plan</td>
<td>Empowered.</td>
</tr>
</tbody>
</table>

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

PUB252

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 quiz/zes is designed to provide formative feedback on understanding of weekly course concepts that will be used to complete subsequent assessment tasks of the course (Tasks 2 and 3).
6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quiz/zes</td>
<td>Individual</td>
<td>10%</td>
<td>Five (5) quizzes related to pre-class learning activities</td>
<td>On-line quizzes week 1, 2, 3, 4, 5</td>
<td>Quiz (Online Test)</td>
</tr>
<tr>
<td>2</td>
<td>Case Study</td>
<td>Individual</td>
<td>40%</td>
<td>Four (4) short answer question responses</td>
<td>Week 6</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>3</td>
<td>Oral, and Written Piece</td>
<td>Individual</td>
<td>50%</td>
<td>Oral presentation (25%): 15 minutes + 2 minutes questions Written plan (25%): full completion of template provided</td>
<td>Week 7 - Oral presentation in-class/on-line Week 8 - Written plan</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>100%</td>
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</table>

Assessment Task 1: Community assets and needs assessment case study

**Goal:** To demonstrate your knowledge and skills in health promotion community assessment and planning foundation concepts to prepare you for Tasks 2 and 3.

**Product:** Quiz/zes

**Format:** Work individually to complete quizzes for five (5) professional practice scenario’s related to the following health promotion community assessment and planning competencies: health promotion program planning cycle and community assessment phases; community profiles; community engagement in community assessment; prioritisation processes in community assessment; and conducting a health priority analysis.

**Criteria:** You will be assessed on the:
- Application of health promotion community assessment and planning frameworks, principles and processes.

**Generic skill assessed** | **Skill assessment level**
--- | ---
Information literacy | Specialised
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Assessment Task 2: Health promotion community assessment

**Goal:** To demonstrate your knowledge and skills in health promotion community assessment including; community profiling; sourcing, critiquing, interpreting and reporting community health and wellbeing information from secondary sources; designing primary data collection methods; and analysing qualitative data.

**Product:** Case Study

**Format:**
- Complete responses to four (4) short answer questions on a community assessment case study. Questions will relate to the following elements of community assessment: 1) community profiling; 2) sourcing, critiquing, interpreting and reporting community health and wellbeing information from secondary sources; 3) designing primary data collection methods; and 4) analysing qualitative data.
- Use Vancouver style referencing.
- Further details on how to undertake a health priority analysis and the oral presentation requirements will be available on Blackboard.

**Criteria:** You will be assessed on the:
- Application of relevant community assessment concepts, principles and processes
- Application of frameworks to assess the health and wellbeing of a population
- Sourcing, reporting and interpretation of appropriate quality secondary data
- Design of interview protocol and questions to assess the health and wellbeing perceptions of a stakeholder group, and
- Analysis of qualitative health and wellbeing data.

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Specialised</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Specialised</td>
</tr>
</tbody>
</table>

Assessment Task 3: Health promotion project plan

**Goal:** To demonstrate your knowledge and skills in evidence based health promotion planning to address a health and wellbeing priority in the community.

**Product:** Oral and Written Piece

**Format:**
- **Oral component (Group or individual)**
  - In small groups you will work collaboratively to develop and orally present a health priority analysis for your selected community/population. Your oral presentation is for a professional audience and to be delivered via appropriate technology, for example, PowerPoint.
  - Your presentation will be based on the evidence and: describe the health and wellbeing priority, community/population; and present individual and environmental level determinants of your health and wellbeing priority.
  - Use Vancouver style referencing.
  - Further details on how to undertake a health priority analysis and the oral presentation requirements will be available on Blackboard.

- **Written component (Individual)**
  - Individually you will develop a health promotion plan to address your community health and wellbeing priority. The plan will be based and draw on the health and wellbeing priority analysis (and related evidence) conducted in the oral.
  - You will use the evidence to: develop and provide justification for the goal, objectives and sub-objectives for your health and wellbeing issue analysis; develop and provide
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justification for outcome and impact evaluation to evaluate your goal, objectives and sub-objectives.
• You will be required to discuss your draft goal, objectives and sub-objectives and related evaluation with the Course Coordinator prior to submission of your final plan
• Use Vancouver style referencing.
• Further details on how to approach and structure the health promotion plan will be available on Blackboard.

Criteria: You will be assessed on the:

Oral component
• Application of relevant health promotion planning frameworks and/or models
• Accuracy of the description of the health and wellbeing priority and community, and impact of the priority on the community
• Appropriateness of evidence for the health and wellbeing priority analysis
• Accuracy of the health and wellbeing priority analysis
• Extent of collaboration to produce the oral presentation, and
• Quality of the design and delivery of the oral presentation.

Written component
• Application of relevant health promotion planning frameworks and/or models
• Use of evidence to develop a health promotion project plan
• Technical accuracy of the goal, objectives, sub-objectives
• Quality of the justification for the goal, objectives, sub-objectives
• Technical accuracy of the outcome and impact evaluation
• Quality of the justification for the outcome, and impact evaluation, and
• Adherence to report structure and referencing requirements.

Generic skill assessed | Skill assessment level
--- | ---
Problem solving | Specialised
Collaboration | Specialised
Communication | 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.

<table>
<thead>
<tr>
<th>Location</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC SouthBank</td>
<td>8 weeks of blended delivery with 7 x 3 hour workshops and 1 hour pre-class online activity per week</td>
</tr>
<tr>
<td>Online</td>
<td>8 weeks of blended delivery with 7 x 1 hour Zoom session and 1 hour pre-class online activity per week</td>
</tr>
</tbody>
</table>

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)

All course materials, readings and resources will be provided on Blackboard.
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

**Referencing**
The Vancouver style of referencing will be used in PUB705 assignments. Please refer to the USC reference library guide for information on proper use.
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

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 or 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