



COURSE OUTLINE

PUB271 Health Promotion Principles

Course Coordinator: Jane Taylor (jgregg@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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 knowledge of health promotion, and skills in critiquing health promotion professional practice. You will explore the development of health promotion including professional competencies, underlying core concepts, and values and principles from critical through to selective 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop – On campus	2hrs	Week 1	10 times
Independent Study/Research – Structured, independent self-directed learning activities	2hrs	Week 1	13 times

1.3. Course Topics

- Defining health promotion
- Development of health promotion
- Health and wellbeing determinants
- Health promotion competencies
- Health promotion concepts, values and principles
- Health promotion models
- Health promotion approaches
- Cultural safety in health promotion practice
- Health promotion advocacy

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Explain health promotion development, competencies and core concepts.	Knowledgeable Ethical
2 Critically reflect on contemporary health promotion theory and practice.	Empowered Ethical
3 Critique health promotion action using values and principles evident in health promotion practice.	Empowered Ethical

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

You will be provided with formative feedback in week 3 in-class on one of your Task 1 draft reading reflections.

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%	Two (2) 500 word written reflections on prescribed readings	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	35%	15 minutes (15%) + A4 Information sheet (20%)	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	45%	Conference poster presentation (5-minute overview & question response)	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Health promotion reflection portfolio

GOAL:	To demonstrate your skills in engaging with and reflecting on health promotion discipline knowledge and scholarly literature required for professional practice.												
PRODUCT:	Written Piece												
FORMAT:	Structured reflection is an important lifelong professional learning skill that in this task will assist you to learn about foundation health promotion discipline knowledge required for professional practice. Individually you will complete two (2) 500 word written reflections on two (2) prescribed readings using a structured reflection framework. The reading reflections will enable you to consolidate knowledge required to complete Tasks two (2) and three (3) You will be provided with formative feedback in week 3 in class on one (1) of your draft reading reflections. Details about the format for the structured reflection will be made available on BB.												
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Comprehension of health promotion foundation knowledge</td> <td>1</td> </tr> <tr> <td>2</td> <td>Application of reflection skills</td> <td>2</td> </tr> <tr> <td>3</td> <td>Quality of scholarly communication</td> <td>1 2</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Comprehension of health promotion foundation knowledge	1	2	Application of reflection skills	2	3	Quality of scholarly communication	1 2	
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1	Comprehension of health promotion foundation knowledge	1											
2	Application of reflection skills	2											
3	Quality of scholarly communication	1 2											

All - Assessment Task 2: Facilitated group activity

GOAL:	To demonstrate your understanding of core health promotion concepts and facilitation skills.
PRODUCT:	Oral and Written Piece
FORMAT:	<p>You will work collaboratively in small groups to prepare an A4 Information sheet on an allocated health promotion core concept which you will present in-class via a facilitated group activity.</p> <p>The Information sheet will include a minimum of four (4) references including from prescribed course readings and made available to your peers on Blackboard prior to the facilitated group activity.</p> <p>The facilitated group activity will be 10 minutes and utilise a small-group facilitation technique.</p> <p>Further information about how to construct the Information sheet and group facilitation techniques will be made available on BB.</p> <p>Submit week 7 OR 8</p>

CRITERIA:	No.	Learning Outcome assessed	
	1	Accuracy of information provided on the health promotion concept	1 2
	2	Clarity of oral and written communication of the health promotion concept	1
	3	Quality of the design of the Information sheet	2
	4	Quality of the facilitation of the group activity (individually assessed).	2

All - Assessment Task 3: Health promotion practice critique

GOAL:	To demonstrate your skills in critiquing health promotion action using the underlying values and principles of contemporary health promotion practice.		
PRODUCT:	Case Study		
FORMAT:	<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> <p>Choose one published peer reviewed health promotion program within the last 5 years of interest to you.</p> <p>Use a health promotion values and principles framework to conduct your critique and present findings on your electronic poster.</p> <p>Support your critique with relevant scholarly literature (including prescribed readings).</p> <p>Display your electronic poster in-class, deliver an oral five (5) minute overview of your critique findings and respond orally to three (3) questions.</p> <p>Further details on the critique framework and professional electronic poster requirements will be available on BB</p> <p>Submit: Week 12 or 13</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Application of the health promotion critique framework	3
	2	Analysis of the underlying health promotion values and principles evident in the practice example	3
	3	Relevance and synthesis of evidence from the practice example to support the critique	3
	4	Integration of appropriate health promotion scholarly literature into the critique	3
	5	Quality of the design of the electronic poster	3
	6	Quality of the delivery of the oral overview and responses to questions	3

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

Nil

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

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 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