



## COURSE OUTLINE

# PUB305 Public Health Practicum

**Course Coordinator:** Caroline Martin (cmartin8@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

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 is a capstone course where you will undertake placement within a workplace in the public health sector under the supervision of practicing health professionals and USC academic staff. On completion you will be able to demonstrate the application of skills, expertise and ethical principles within your discipline-specific workplace context. This course has two streams to allow for differences in discipline-specific competencies required for professional practice. Subject to availability, work-based placements may be located outside the Sunshine Coast region.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – Environmental health students (Stream 1) will complete a 4 day intensive regulatory workshop, plus presentations	16hrs	Orientation week	2 times
<b>Tutorial/Workshop 1</b> – Scheduled, technology-enabled workshops (Stream 2), plus presentations	2hrs	Week 1	3 times
<b>Placement</b> – Environmental Health students (Stream 1) will complete 120 hours local government placement and 120 hours state government placement. Health promotion/health communication/epidemiology/Indigenous Health and Wellbeing students (Stream 2) will complete 75 hours work placement, and up to 100 hours of associated independent study.	240hrs	Throughout teaching period (refer to Format)	Not Yet Determined
<b>Independent Study/Research</b> – Independent learning materials and activities (Stream 2)	1hr	Week 1	3 times

### 1.3. Course Topics

Identification and application of discipline-specific competencies relevant to field of practice.

Public health theories, legislative frameworks, codes and/or standards in practice.

Reflective practice.

Professional communication and employability skills.

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

24 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 public health theory, legislative frameworks, codes and standards, to a discipline specific work context.	Engaged
2 Demonstrate critical thinking, problem solving and expert judgement through critically reflecting on discipline specific competencies in professional environments.	Engaged
3 Demonstrate professional interpersonal, written and oral communication, and conflict resolution skills.	Engaged

## 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 SC344 or SC354 or SC367 or SC373 or SC375

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

WPL310 or WPL311 or WPL320 or HLT326 or PUB352 or PUB332

### 5.4. Specific assumed prior knowledge and skills (where applicable)

This course can only be undertaken in the final year of your program and requires course coordinator permission to ensure you have met the assumed prior knowledge and skills required relevant to your discipline area.

## 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

Feedback on placement-specific learning objectives will be provided by the Course Coordinator and/or relevant Placement Academic Supervisor by Week 3.

### 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	15%	1800 words	Week 5	Online Assignment Submission with plagiarism check
All	2a	Artefact - Professional	Individual	0%	Up to 1000 words	Week 9	Online Assignment Submission
All	2b	Portfolio	Individual	50%	3000 words + Log book of hours	Week 13	Online Assignment Submission with plagiarism check
All	3a	Written Piece	Individual	0%	500 words	Week 3	Online Assignment Submission with plagiarism check
All	3b	Oral and Written Piece	Individual	35%	20 minute presentation, written script provided	Week 13	To be Negotiated

#### All - Assessment Task 1: Professional practice map/plan

<b>GOAL:</b>	You will develop an environmental scan of your professional placement and identify the key theory/framework/code/standards that can be used in this site.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Individual written map or plan; maximum of 1800 words; genre options and guidelines available on the course blackboard site.  Submit: Session Week 3, Semester Week 5	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Contextualisation of work environment <span style="float: right;">2</span>
	2	Identification of relevant discipline-specific theories, legislative frameworks, codes and/or standards <span style="float: right;">1</span>
	3	Application of theory/framework/code/standard/legislation <span style="float: right;">1</span>
	4	Communication <span style="float: right;">3</span>

#### All - Assessment Task 2a: Public Health Portfolio Progress

<b>GOAL:</b>	To demonstrate your progress towards application of your discipline-specific competencies by submitting draft professional work outputs required as part of the Public Health Portfolio.	
<b>PRODUCT:</b>	Artefact - Professional	
<b>FORMAT:</b>	As per Public Health Portfolio task 2b.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application of public health theory, frameworks, codes and standards. <span style="float: right;">1</span>
	2	Professional communication <span style="float: right;">3</span>

**All - Assessment Task 2b:** Public Health Portfolio

<b>GOAL:</b>	You will demonstrate the application of your discipline-specific competencies in a workplace context.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	Your portfolio will be negotiated with the course coordinator and will include: Log book of work placement hours Professional practice evaluation At least two (2) professional outputs relevant for your discipline and work setting  Submit: Session Week 8, Semester Week 13	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Compliance with Code of Conduct <b>3</b>
	2	Application of public health theory, legislative frameworks, codes and/or standards <b>1</b>
	3	Critical reflection <b>2</b>
	4	Interpretation and justification of conclusions and findings <b>2</b>

**All - Assessment Task 3a:** Professional Practice Learning Objectives

<b>GOAL:</b>	You will establish workplace learning objectives relevant to developing discipline specific competencies and skills	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Maximum 500 words  Submit: Session Week 2, Semester Week 3	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Critical thinking <b>2</b>
	2	Expert judgement <b>2</b>
	3	Communication <b>3</b>

**All - Assessment Task 3b:** Professional Practice Presentation

<b>GOAL:</b>	To critically reflect on what you have learned whilst on placement in relation to discipline-specific competencies and how you responded to feedback provided by placement supervisor(s).	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	20 minute visual presentation plus written script  Submit: Session 4 Week 8, Semester 2 Week 13	

CRITERIA:	No.	Learning Outcome assessed
	1	Critical reflection on application of discipline-specific competencies throughout the placement <span style="float: right;">2</span>
	2	Critical reflection on application of discipline-specific technologies and equipment <span style="float: right;">2</span>
	3	Critical reflection on achievement towards workplace learning objectives <span style="float: right;">2</span>
	4	Critical reflection on learnings for future practice <span style="float: right;">2</span>
	5	Communication for a professional audience <span style="float: right;">3</span>

## 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

Your host work integrated learning organisation may have specific requirements you must meet to undertake placement. These may include: personal protective equipment (eg. safety footwear), criminal history check, Hepatitis B vaccination, Tuberculosis risk assessment (and testing if relevant), CPR, current first aid certificate or Blue Card. Refer to SONIA online for the current mandatory requirements. Note some mandatory requirements may require action 6 months prior to your work placement (e.g. Hepatitis B vaccination).

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)