



## COURSE OUTLINE

# PUB705 Health Promotion Community Assessment and Planning

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

2022 | Session 3

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

This is an advanced course where you will develop specialised knowledge and skills required to conduct a community health and wellbeing assets and needs assessment, and compile an evidence-based health promotion plan in partnership with stakeholders. You will develop research skills to source, interpret and report existing and new quantitative and qualitative community assessment data on the determinants of health and wellbeing. You will conduct a health and wellbeing priority analysis and develop related SMART project goal, objectives and sub-objectives, and impact and outcome evaluation.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ONLINE</b>			
<b>Online</b> – 4 hours of structured asynchronous online learning activities and an optional 1-hour online Zoom drop in session.	5hrs	Week 1	8 times

### 1.3. Course Topics

Best-practice health promotion planning models and frameworks

Community assets and needs assessment concepts, principles and processes

Sourcing, appraising and reporting health and wellbeing data and evidence using secondary sources

Community engagement approaches

Collecting and analysing primary health and well-being data

Determining health and wellbeing priorities

Analysing determinants and population characteristics of health and wellbeing priorities

Health promotion project planning: establishing goals, objectives, sub-objectives; impact and outcome evaluation; planning collaborative partnerships

## 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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	International Union for Health Promotion and Education
1 Source, critique, interpret, synthesise and report evidence on the determinants of health and wellbeing for a priority community.	Knowledgeable Empowered	A, B, A.2, A.3, B.3, A.4, A.5, B.8, 2, 2.5, 4, 4.1, 4.3, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 9, 9.1
2 Design qualitative data collection tools to collect and analyse health and wellbeing information from stakeholder groups.	Empowered Ethical	A, B, B.3, A.6, A.8, B.8, 4, 4.1, 4.3, 6, 6.1, 6.2, 6.3, 6.6, 6.7, 9, 9.1, 9.4
3 Use evidence-based literature to conduct a comprehensive health and wellbeing priority analysis, and develop a health promotion project plan to address the health and wellbeing priority.	Empowered Ethical	A, B, B.1, B.3, A.4, A.5, B.5, A.6, 1, 1.2, 3, 3.1, 4, 4.1, 7, 7.1, 7.2, 7.3, 7.4, 7.5, 9, 9.1, 9.2, 9.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION</b>	
A	Ethical Values Underpinning Health Promotion Core Competencies
B	Knowledge Base Underpinning Health Promotion Core Competencies
B.1	The concepts, principles and ethical values of health promotion as defined by the Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations
A.2	Respect for the rights, dignity, confidentiality and worth of individuals and groups
A.3	Respect for all aspects of diversity including gender, sexual orientation, age, religion, disability, ethnicity, race, and cultural beliefs
B.3	The determinants of health and their implications for health promotion action
A.4	Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalisation
A.5	Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing
B.5	Health promotion models and approaches which support empowerment, participation, partnership and equity as the basis for health promotion action
A.6	Ensuring that health promotion action is beneficial and causes no harm
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
A.8	Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
1	Enable Change
1.2	Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health
2	Advocate for Health

CODE	COMPETENCY
2.5	Facilitate communities and groups to articulate their needs and advocate for the resources and capacities required for health promotion action.
3	Mediate through Partnership
3.1	Engage partners from different sectors to actively contribute to health promotion action
4	Communication
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
4.3	Use culturally appropriate communication methods and techniques for specific groups and settings
6	Assessment
6.1	Use participatory methods to engage stakeholders in the assessment process
6.2	Use a variety of assessment methods including quantitative and qualitative research methods
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action
6.4	Identify the determinants of health which impact on health promotion action
6.5	Identify the health needs, existing assets and resources relevant to health promotion action
6.6	Use culturally and ethically appropriate assessment approaches
6.7	Identify priorities for health promotion action in partnership with stakeholders, based on best available evidence and ethical values.
7	Planning
7.1	Mobilise, support and engage the participation of stakeholders in planning health promotion action
7.2	Use current models and systematic approaches for planning health promotion action
7.3	Develop a feasible action plan within resource constraints and with reference to existing needs and assets
7.4	Develop and communicate appropriate, realistic and measurable goals and objectives for health promotion action
7.5	Identify appropriate health promotion strategies to achieve agreed goals and objectives.
9	Evaluation and Research
9.1	Identify and use appropriate health promotion evaluation tools and research methods
9.2	Integrate evaluation into the planning and implementation of all health promotion action
9.4	Use research and evidence-based strategies to inform practice

## 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

PUB252

### 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

Weekly quizzes designed to provide feedback on understanding of weekly course concepts to support assessment will be available to students.

### 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	50%	Five (5) short answer question responses	Week 4	Online Assignment Submission with plagiarism check
All	2	Plan	Individual	50%	Approx. 1800 words	Week 8	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Health promotion community assessment

<b>GOAL:</b>	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 tools; and analysing qualitative data.																			
<b>PRODUCT:</b>	Written Piece																			
<b>FORMAT:</b>	<p>You will provide responses to five (5) short answer questions on a community assessment case study. Questions will relate to the following elements of community assessment:</p> <p>1) community profiling; 2) sourcing, critiquing, interpreting and reporting community health and wellbeing information from secondary sources;</p> <p>3) designing primary data collection methods and tools; and 4) analysing qualitative data.</p> <ul style="list-style-type: none"> <li>• Use Vancouver style referencing.</li> <li>• Further details on how to approach and complete the task will be available on Canvas.</li> </ul>																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application of relevant community assessment concepts, principles and processes</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Application of frameworks to assess the health and wellbeing of a population</td> <td>1</td> </tr> <tr> <td>3</td> <td>Accuracy of sourcing, reporting and interpretation of appropriate quality secondary data</td> <td>1</td> </tr> <tr> <td>4</td> <td>Design of interview protocol and questions to assess the health and wellbeing perceptions of a stakeholder group</td> <td>2</td> </tr> <tr> <td>5</td> <td>Analysis of qualitative health and wellbeing data</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Application of relevant community assessment concepts, principles and processes	1 2	2	Application of frameworks to assess the health and wellbeing of a population	1	3	Accuracy of sourcing, reporting and interpretation of appropriate quality secondary data	1	4	Design of interview protocol and questions to assess the health and wellbeing perceptions of a stakeholder group	2	5	Analysis of qualitative health and wellbeing data	2	
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5	Analysis of qualitative health and wellbeing data	2																		

## All - Assessment Task 2: Health promotion project plan

<b>GOAL:</b>	To demonstrate your knowledge and skills in evidence based health promotion planning to address a health and wellbeing priority in the community.																					
<b>PRODUCT:</b>	Plan																					
<b>FORMAT:</b>	<p>You will develop an evidence-based health promotion plan to address a selected health and wellbeing priority in a community of interest to you. The plan will describe the health and wellbeing priority, community/population impacted by the issue, and present an analysis of individual and environmental level determinants of the health and wellbeing priority. You will then use the evidence to develop and provide justification for necessary partnerships; application of best practice planning principles; the goal, objectives and sub-objectives for your health and wellbeing priority issue analysis; and develop and provide justification for outcome and impact evaluation to evaluate your goal, objectives and sub-objectives.</p> <ul style="list-style-type: none"><li>• Use Vancouver style referencing.</li><li>• Further details on how to approach and structure the health promotion plan will be available on Canvas.</li></ul>																					
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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 Canvas 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 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. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. 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).

## 10.6. 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.

## 10.7. 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.

## 10.8. 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: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. 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)