**Unit Outline**

**HLPR2004 Health Promotion Planning**  
Semester 1, 2016

<table>
<thead>
<tr>
<th><strong>Unit study package code:</strong></th>
<th>HLPR2004</th>
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</thead>
<tbody>
<tr>
<td><strong>Mode of study:</strong></td>
<td>Internal</td>
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</tbody>
</table>
| **Tuition pattern summary:**  | Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section. Lecture: 1 x 1 Hours Weekly  
Tutorial: 1 x 2 Hours Weekly |
| **Credit Value:**             | 25.0     |
| **Pre-requisite units:**      | 307195 (v.0) Practice of Public Health 180 or any previous version  
OR  
PUBH1000 (v.0) Introduction to Public Health or any previous version |
| **Co-requisite units:**       | Nil      |
| **Anti-requisite units:**     | Nil      |
| **Result type:**              | Grade/Mark |
| **Approved incidental fees:** | Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details. |

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- **Location:** Building: 400 - Room: 362

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- **Name:** School of Public Health Student Support Office
- **Phone:** + 61 8 9266 7927
- **Email:** PHealthStudentSupport@curtin.edu.au
- **Location:** Building: 400 - Room: 310 (reception)

**Learning Management System:** [Blackboard](http://lms.curtin.edu.au)
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
An introduction and overview of health promotion planning principles and practice, consisting of 6 modules including; foundations of health promotion, rationale for health promotion, needs assessment, psychosocial theory, the application of theoretical and empirical evidence and planning, implementing health promotion interventions.

Introduction
Welcome to Health Promotion Planning 2004!

This unit presents a range of concepts that underpin health promotion interventions. Although there are different approaches to the planning of health promotion programs, there are similarities in the main components of the process no matter where the planning occurs. Hence what is presented can be adapted to suit your own future work environment whether that is in Australia or overseas.

Health Promotion Planning 2004 will provide you with the tools to be able work through a range of planning activities. Over the semester we will cover the following topics: foundations of health promotion; the rationale for developing health promotion interventions; evidence to inform our practice; how to conduct needs assessment and community consultations; the psychosocial theories underlying behaviour change that informs the development of our interventions; an introduction to evaluation principles; planning models and frameworks; and selecting appropriate health promotion strategies.

This unit outline gives you important information about the general aims of the unit, texts and references, and details about the assessment, including allocation of marks, grading criteria and submission dates. You are required to read and understand the expectations outlined in this document. Study it carefully, paying particular attention to method of instruction, assessment instructions and submission dates. Information contained in this Unit Outline specifies the requirements for this unit and explains your rights and responsibilities in relation to Curtin University.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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<tbody>
<tr>
<td>1 Develop a rationale supporting the need for health promotion programs</td>
<td>📚💡</td>
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<tr>
<td>2 Describe needs assessments processes as a basis for health promotion planning</td>
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<tr>
<td>3 Critically assess various planning models, theories and frameworks for planning health promotion programs</td>
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<tr>
<td>4 Demonstrate the principles of successful health promotion planning</td>
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Learning Activities

Internal students: During the semester a weekly tutorial will be held for internal students that will contain a mixture of teaching and learning modes. Didactic lectures will be delivered weekly and it is expected that all internal students attend these lectures. Guest presenters from the School and outside agencies will present to give you a greater overview of the principles and application of Health Promotion Planning 2004. In the tutorial a mix of video clips, workshop sheets and small group activities will complement the formal didactic lecture content and the weekly required readings. Students will have many opportunities to participate in class activities. iLecture recordings will be made available to all students, however internal students are expected to attend all lectures.

Learning Resources

Essential texts
The required textbook(s) for this unit are:

- Essential texts
  The ESSENTIAL textbook for this unit is:

Recommended textbooks
You do not have to purchase the following textbooks but you may like to refer to them.


Other resources
Other learning materials may be provided electronically via Blackboard.
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Learning Activities | 20      | Week: 4  
Day: Friday 25 March 2016  
Time: 5pm WST | 1,2,3 |
| Project Plan        | 40      | Week: 12  
Day: Monday 16 May 2016  
Time: 9am WST | 4 |
| Examination         | 40      | Week: Official university examination period  
Day: TBC  
Time: TBC | 1,2,3,4 |

Detailed information on assessment tasks

1. Learning Activity (length 1000 words)

Read the following article (it is located on Blackboard under the Assessments tab):


The Task: Provide a critical summary of the article using the following guidelines:

In **350 words**, write an introduction and articulate critically, why this is an important health issue and how the Precede-Proceed model helped the program planning (review other literature to support your introduction - a minimum of 3-5 academic references is expected). (10 marks)

Using the remaining **650 words**, to address the following article questions;

1. Has the application of planning frameworks been used widely to guide the development, implementation and evaluation of cardiometabolic programs in health promotion? Discuss why this is or is not important. (5 marks)
2. Who were the primary target group for the iWhyalla program? Summarise the rationale for choosing the target group. (5 marks)
3. A range of stakeholders were included in the social assessment. Select two from the identified list. What might be their role in the intervention? Why might they be important to the iWhyalla program? (5 marks)
4. Risk and contributing factors were identified. Please list 3 risk factors and describe specifically one predisposing, one enabling and one reinforcing factor for the target group. (4 marks)
5. What are HBM, TPB and SCT? Why are these important to describe in the article? (3 marks)
6. What are the correct names for phases 6-8 of the Proceed model referred to on page 170? (3 marks)
7. Please include a reference list at the end of the review. (5 marks)

NB: Total marks 40 converted to 20%.

Assessment 1 Marking Criteria - A copy of the marking key can be found on FLECS Blackboard.

2. Project Plan (length 1600 words)

You are required to prepare a Health Promotion Project Plan for a defined health issue. Your project plan should be for a small sized project that will run for approximately one year and has $50,000 of funding.

The preparation of a project plan is an important competency for any health promotion practitioner forming the basis of funding proposals, strategic planning etc. Some areas as budget, evaluation and sustainability will follow in subsequent years of study.
The project plan will hone your skills in being able to provide a rational argument as to why a particular health issue is worthy of a health promotion intervention. As a health promotion professional you will be faced with having to provide evidence as to why a particular project should receive funding and resource support. You need to clearly articulate what the problem is, why it is a worthy area for intervention, who the target group or community is, and what factors contribute to this health issue.

You will need to present evidence that justifies the development of a health promotion intervention to reduce the stated problem (evidence could include data on the nature of the problem, why it is a problem, severity, numbers of people affected, who is affected – age and gender distribution, trends, cost to the community, importance of the problem compared to others). You will not be carrying out your own data collection but relying on available data sources. This may mean that you need to make inferences from regional, state-wide and even national data, applying that to your selected target group/community.

Students MUST choose a topic from the list below. The health issue and target group must align with the topic, you will score zero if you choose a topic outside the list below.

1. Dengue fever prevention in a low and middle income country (LMIC);
2. Cardiovascular disease prevention in either a LMIC or a high income country (HIC); or
3. Skin cancer prevention in either a LMIC or a HIC.

This assessment is a combination of written academic text and tables and figures to show how the ideas fit together. Samples will be given in the tutorial and on Blackboard to illustrate this. Your assessment should be no more than 1600 words of text, plus tables, figures and a reference list. The following headings must be addressed to score maximum marks.

**Introduction:** overview of the main points to be covered in this assessment.

**Health issue:** describe and discuss the health issue, why it is a health problem, consequences and importance of the problem compared to other health issues, the scope of the problem (include graphs or tables if available) and cost of the problem: both tangible and intangible costs and comparison with other health issues. This should be a discussion written in an academic style and must include references.

**Target group:** who is the group most affected, who could a health promotion program be aimed at, who will your program be aimed at? Include a geographic and demographic profile, with details such as age, sex, ethnic background, SES status, and numbers (your choice must be evidence-based). In identifying your target group it is advisable to restrict the size of the target group to a small geographical location (e.g. A metropolitan suburb or a country town) or you could use a settings approach (e.g. A small cluster of schools, a worksite with 50-200 workers, or an institution such as a hospital/university). This should be a discussion and must include references.

**Psychosocial models or theories:** discuss how these underpin your approach and the program you are planning. Do not simply describe the model you must show how these may inform your overall program plan. This should be discussion (and may inlucde a figure) and must include references.

**Risk and contributing factors:** identify the main risk factors for the health issue; these should be a bulleted list (minimum 4 - maximum 10). Prioritise and list the 4 main risk factors together with the contributing factors for each risk factor. The contributing factor must be evidence based. A table format is preferred, and a suggested template will be provided on Blackboard.

**Project Plan:** A table format is preferred, and a suggested template will be provided on Blackboard. The Project Plan should include:

1. **Title of the proposed program:** e.g. Seniors Pedestrian Injury Prevention Program (SPIPP) (Be creative and think about what would appeal to your target group.);
2. **Program goal:** A SMART program goal for your health promotion program;
3. **Objectives:** You will need to specify three (3) behavioural and one (1) environmental objective. (Ensure that they are SMART.) Your objectives should describe expected changes in such areas as health indicators, behaviour, awareness, participation, knowledge, attitudes, skills, as well as structural or policy changes. These will be in table form
4. **Proposed strategies:** these must be clearly articulated and provide enough detail for the reader to get a good sense of what you are implementing over the course of a one year program.

- In selecting strategies, clearly illustrate a relationship between the objectives and each chosen strategy.
- List and describe selected strategies along with the relevant details (they may include but not be limited to: mass media; group approaches; individual contact approaches; and policy and structural changes). This assessment should include a detailed description of each of your strategies and needs to be realistic so keep

The only authoritative version of this Unit Outline is to be found online in OASIS
in mind your 12 month timeline and finite resources.

- You should justify your choice of strategies with reference to the peer-reviewed and grey literature.

**Conclusion:** discuss the main conclusions arising from the information you have presented in your report justifying why this is a health problem that should ultimately receive funding and resource support for a health promotion program and if appropriate suggestions for future action. However, they must be logically derived from the information presented. Do not introduce new information into your concluding comments.

**References:** Citing appropriate in-text references, and a comprehensive reference list provides support for your ideas. Please use APA referencing and prepare your reference list in accordance with the Guide to Assignment Presentation (GAP). References should be up-to-date and include a majority of peer-reviewed references. An over reliance on secondary sources and web based references will score a lesser mark.

### 3. Written examination

Will consist of true/false, matching, multiple choice, and short answer questions and long answer questions (essay style) covering the content presented during the lecture time slot, essential readings, tutorial activities and previous assessment items.

#### Pass requirements

Students must attempt and pass all assessments to pass the unit.

#### Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

#### Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

#### Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

The Application for Assessment Extension form can be found at the following link:


NO Application for Assessment Extension will be considered without supporting documentation (as per instructions on the form).

Applications for Assessment Extensions can be sent to:
Directly to the Unit Coordinator (for requests for up to 5 days extension)

School of Public Health Teaching Support Office (PHTeachingSupport@curtin.edu.au) – where the extension is for MORE THAN 5 DAYS.

The outcome of your Application for Assessment Extension will be notified to you by the Official Communication Channel (OCC) as per the Assessment and Student Progression Manual (refer to Section 13).

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.
Deferred examinations/tests will be held from 13/06/2016 to 24/06/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 20/07/2016 and 22/07/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check your OASIS email for details.

Referencing style

The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin's Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such
as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

### Additional information

#### Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

#### Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

#### Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm
Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The learning activity (article review) has been updated and the specific word count included to provide students with greater clarity around the expectation and marking allocation.
Program calendar

Program Calendar – Semester 1 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture</th>
<th>Pre-readings</th>
<th>Tutorial</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>22 February</td>
<td>Orientation Week</td>
<td>Orientation Week</td>
<td>Orientation Week</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>29 February</td>
<td>Foundations of Health Promotion</td>
<td>Chapter 1 (Population Health and Health Promotion), p4-24 from your textbook.</td>
<td>Introduction to HLPR2004</td>
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<tr>
<td></td>
<td>1.</td>
<td>Tutorials commence in week 1</td>
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<td>2.</td>
<td>7 March</td>
<td>Rationale for Health Promotion</td>
<td>Chapter 2 (Primary Health Care and Health Promotion), p27-34 from your textbook.</td>
<td>Foundations of Health Promotion</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>14 March</td>
<td>Planning Frameworks</td>
<td>Chapter 8 (Project Planning Using the PRECEDE-PROCEED Model), p135-147 from your textbook.</td>
<td>Rationale for Health Promotion</td>
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<td>5.</td>
<td>28 March</td>
<td>Tuition Free Week</td>
<td></td>
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<td>7.</td>
<td>11 April</td>
<td>Psychosocial Theory + Guest Lecture</td>
<td>Chapter 2 (Health Promotion: Theories and models), p34-41 from your textbook. Appendix 1 from your textbook</td>
<td>Planning and Evaluation</td>
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<td>8.</td>
<td>18 April</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading/Activity</td>
<td>Goals + Objectives</td>
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<tr>
<td>16 May</td>
<td>Community Engagement</td>
<td>Chapter 12 (Community Development and Empowerment), <a href="#">p216-224</a> from your text book</td>
<td>Community Engagement</td>
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<tr>
<td>23 May</td>
<td>Health Promotion in Practice – Guest speaker</td>
<td>The DESMOND Project: <a href="#">http://www.desmond-project.org.uk/373.html</a></td>
<td>The Unit in review “Bingo”</td>
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<tr>
<td>30 May</td>
<td>Semester in review</td>
<td>Chapter 9 (Planning Health Promotion), <a href="#">p160-171</a> from your textbook.</td>
<td>Exam preparation</td>
<td></td>
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<tr>
<td>6 June</td>
<td></td>
<td>Study Week</td>
<td></td>
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<tr>
<td>13 June</td>
<td></td>
<td>Examinations</td>
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<tr>
<td>20 June</td>
<td></td>
<td>Examinations</td>
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