Unit Outline
HLPR5003 Principles, Practice and Evidence in Health Promotion
Semester 1, 2017

Unit study package code:  HLPR5003
Mode of study:  Internal
Tuition pattern summary:  Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
  Block Teaching: 1 x 40 Hours Semester
  This unit does not have a fieldwork component.
Credit Value:  25.0
Pre-requisite units:  Nil
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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Learning Management System:  Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians.
through higher education and research.

Syllabus

Using evidence informed decision making students will critically apply theoretical understandings to plan, implement and evaluate health promotion programs to determine efficacy and effectiveness. Current frameworks and theory will be used to plan for priorities for health promotion action, to better understand the complexities of health behaviour, and to inform research design based on ethical values. Integrating evaluation into the planning and implementation of all health promotion action will be demonstrated. Quantitative and qualitative evaluation methods to measure the impact of population and community based health promotion programs will be employed. The role of knowledge translation in the development and dissemination of health promotion practice and policy will be explored. Students will plan for capacity building and sustainability and will develop an understanding of working within complex systems.

Introduction

Welcome to Principles, Practice and Evidence in Health Promotion (HLPR5003). This new postgraduate unit is offered for the first time in 2017. The unit includes a focus on planning and evaluating health promotion programs utilising a systems based approach. Systems based thinking recognises the complexities of communities and ensures interrelationships within the system and subsystem guide the planning and evaluation process. This unit is a one semester unit comprising a four day intensive workshop held in week 7 at Bentley Campus, Western Australia. Pre-reading is required prior to the workshop. Additional materials will be provided in weekly online modules after the intensive workshop. Students will be guided through the online modules and directed to specific readings and activities to support the 4-day intensive workshop. All materials and detailed information regarding the assessment tasks can be found on Blackboard.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1 Evaluate evidenced based approaches to plan and evaluate health promotion programs</td>
<td>📜💡</td>
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<tr>
<td>2 Analyse and apply a planning and evaluation model/framework to develop a health promotion program</td>
<td>📜💡</td>
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<tr>
<td>3 Identify and address ethical issues for planning, implementing and evaluating health promotion programs</td>
<td>📜💡</td>
</tr>
<tr>
<td>4 Design ethically complex health promotion programs using contemporary theory</td>
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</table>
Learning Activities
This unit will consist of self-directed essential pre-reading in weeks 1-6. In week 7 you will attend a four-day intensive workshop on Bentley Campus, Western Australia which will consist of lectures, guest presenters, small group work and a presentation. It will build on your pre-readings, and will also require home work each evening to maximise your learning. The workshop content will contribute to your assessments due in weeks 10 and 15. You must attend all four days to pass the unit.

Learning Resources
Library Reading List
The Reading List for this unit can be accessed through 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>
<tbody>
<tr>
<td>Health promotion program proposal</td>
<td>50 percent</td>
<td>Week: 3 and 10 Day: Sunday Time: 6pm WST</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Ethics application</td>
<td>50 percent</td>
<td>Week: 15 Day: Friday Time: 6pm WST</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Assessment 1

Health Promotion Program Proposal – this assessment consists of two parts. Part 1 due in week 3 (10%) and part 2 in week 10 (40%)

Part one (10%) – Exploring systems thinking and interrelationships
This assessment is scheduled in week three and is a timed assessment task. It is designed to get you thinking and writing critically, it is worth 10%. You will have 90 minutes to complete the assessment, which consists of two tasks which will be available once you launch the assessment on Blackboard. You need to ensure you have read two (2) articles, prior to attempting the task. You should read the articles several times summarising key points and taking notes to support your critical reading and thinking (see http://studyskills.curtin.edu.au/academic-integrity/note-making/). The articles are:

Part two (40%) - a Health promotion program proposal

Using the island scenario* as a basis for your systems approach to mental health in the population you will design a health promotion program proposal for an identified sub-system and target population. The timeframe for delivery is 5 years and you have a budget of $350,000 AUD. In this assessment you will use a systems checklist for health promotion and you will need to describe:

1. How your sub-system is part of the 'island system';
2. The community profile (and identify characteristics of the target population);
3. The focus for your sub-system;
4. Identify needs and map the level of concern, support and commitment among major stakeholders within and external to the sub-system;
5. Explore values and assumptions underpinning the planning process for your sub-system;
6. A clear aim and objectives for your sub-system program;
7. How your program objectives may be achieved;
8. How you will measure the effectiveness of your program and/or the feedback loops or evaluation outcomes this must include both quantitative and qualitative approaches.

You will need to use a combination of text, tables, maps and figures to complete this assessment.

*Full details of the assessment including the island scenario, word count together with a feedback rubric will be available on Blackboard under the Assessments tab in week three of the semester.

2. Assessment two - Ethics application

Part one - Human Research Ethics Committee (HREC) application (50%)

You will be required to populate and complete a Human Research Ethics Committee application using Health Promotion Program you have developed as part of assessment 1. Curtin HREC requires all ethics applications to be submitted electronically via InfoEd, however for the purpose of this assessment you will be required to populate the template which will be provided on Blackboard. Some of the information for your ethics application will come directly from your Health Promotion program proposal (Assessment 1, part 2), for example, program aim, objectives, research methods etc. You should however make modifications as recommended in the feedback you have received for assessment 1. Section 6 of the HREC template lists a range of attachments. These will be discussed during the block 4 day intensive however the only attachments needed for your assessment are those identified in part 2 of this assessment (see below).

Part two - Develop a quantitative assessment and relevant consent form and information sheet

Select ONE QUANTITATIVE measure of evaluation you plan to use to measure your program (or a specific objective or aspect of your program). For example, your subsystem may be schools and your program may be increasing resilience of primary school students. One objective may relate to increasing self-esteem among students. You may be collecting pre and post data via an online self-report questionnaire from year 6 students.

You are required to:

1. Include 2-3 dot points describing the focus of your measure of evaluation. This should include the objective/s to which the measure relates.
2. Develop a short questionnaire. This should take no longer than 15 minutes for the respondent to complete. Existing questions can be used (this is preferable) however should be correctly referenced. Avoid duplicating an entire existing instrument.
3. Complete the relevant consent form and participant information sheet.

Specific information regarding completing the ethics template, consent form and information sheet will be provided in the assessments section on Blackboard and in the week nine online module. A feedback rubric will be available on Blackboard under the Assessments tab in week nine of the semester.
Pass requirements

You must attend all four (4) days of the intensive teaching to pass the unit. You must attempt 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 (e.g. 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 (e.g. examinations, tests) or due date/time (e.g. 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.

Assessment extensions:

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


NO Application for Assessment Extension will be considered without relevant 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 or the final piece of assessment.

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).


Appeals:
For details on the student appeals process please refer to the Assessment and Student Progression Manual.

The Application for the Formal Appeal against Assessment/Assessment Extension form can be found at the following link:

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each study period.

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:

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. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.

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](https://academicintegrity.curtin.edu.au/students/AIP.cfm)

Refer to the Academic Integrity tab in Blackboard or [academicintegrity.curtin.edu.au](http://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](http://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](http://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

You must attend all four days of the intensive workshop to pass this unit.

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
- Values and Signature Behaviours
- 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 eesi@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 content for this unit will be delivered for the first time in 2017. We value your feedback throughout the semester and via eVALUate at the end of semester.
# Program Calendar

## Program Calendar – Semester 1 2017

### Orientation

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Module</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>20 February</td>
<td>Orientation Week - Please review the 'Before you begin' and 'Unit Information - Unit Outline' tabs on Blackboard.</td>
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</tbody>
</table>

1. **Setting the context: An introduction to systems thinking.** (Pre-reading required prior to 4 day intensive workshop see Module)

2. **Evidence based decision making.** (Pre-reading required prior to 4 day intensive workshop see Module)

3. **A review of planning and evaluation models and frameworks.** (Pre-reading required prior to 4 day intensive workshop see Module)

4. **Behavioural theories informing planning & evaluation.** (Pre-reading required prior to 4 day intensive workshop see Module)

5. **How does behavioural theory underpin health promotion planning and evaluation?** (Pre-reading required prior to 4 day intensive workshop see Module)

6. **Program design, sampling, and recruitment.** (Pre-reading required prior to 4 day intensive workshop see Module)

7. **Face to Face - 4 day intensive workshop 10-13th April, 2017 - Curtin University, Bentley Campus**

   **Start time:** 9am each day. The full daily schedule will be posted on Blackboard. A presentation is required on Day 4 - 13/4/2017.

8. **17 April**

   **Tuition Free Week**

9. **24 April**

   **Ethics in Health Promotion (see online module).**

10. **1 May**

    **Mixed-methods approach for evaluation (see online module).**

11. **8 May**

    **An introduction to Knowledge Translation (KT) (see online module).**

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The only authoritative version of this Unit Outline is to be found online in OASIS.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>15 May</td>
<td>Capacity Building and Sustainability (see online module).</td>
</tr>
<tr>
<td>13.</td>
<td>22 May</td>
<td>Case Studies I (see online module).</td>
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<tr>
<td>14.</td>
<td>29 May</td>
<td>Case Studies 2 (see online module).</td>
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<tr>
<td>15.</td>
<td>5 June</td>
<td>Ethics Application Assessment 2 due FRIDAY 9/6/2017 by 6pm WST</td>
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<tr>
<td>16.</td>
<td>12 June</td>
<td>No Examinations in this unit</td>
</tr>
<tr>
<td>17.</td>
<td>19 June</td>
<td>No Examinations in this unit</td>
</tr>
</tbody>
</table>