

Unit Outline (Higher Education)

Institute / School: Institute of Health and Wellbeing

Unit Title: Health Promotion

Unit ID: HEAPH6007

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 061307

Description of the Unit:

This unit aims to explore the crucial role played by health professionals in clinical and other healthcare settings as educators and promoters of health. It also delves into the idea of health professionals as change agents for individuals and groups, communities, and populations. The unit seeks to understand illness prevention and health promotion as a contrast to the current illness model. It critically explores modern approaches to health promotion and education, including family violence, social and emotional well-being, health literacy, and behaviour change theory as a vehicle for change. It emphasizes the concepts of social justice, equity, access, affordability, and community development in health promotion and health education.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Explain the concept of the health professional as a change agent in relation to the health status of individuals, groups, communities and populations
- K2.** Situate the role of health professional within the promotion of health and provision of health education to individuals, groups, communities and populations, with an emphasis on priority groups and populations
- K3.** Investigate a variety of health promotion approaches, strategies and applications for individuals, groups, communities and populations utilised by health professionals

Skills:

- S1.** Demonstrate communication and advanced level interpersonal teaching skills in health education, health literacy and health promotion methods within the context of multidisciplinary teams
- S2.** Critically evaluate the outcomes of health education and health promotion methods when working across the life span of individuals, groups, communities and populations, with an emphasis on priority groups and populations
- S3.** Apply models of therapeutic communication appropriate to a variety of public health and health promotion strategies including e-health

Application of knowledge and skills:

- A1.** Integrate health promotion theory into public health practice including the public health practitioner as a change agent, in a variety of health settings, utilising a variety of delivery technologies in health promotion programs
- A2.** Research and critically appraise contemporary literature on health education and health promotion
- A3.** Develop an ethical public health practitioner led health promotion strategy that addresses the underlying social, political, cultural and environmental determinants of health and the immediate problems facing a population

Unit Content:

Health care approaches and strategies including multidisciplinary care, and in relation to diverse, Indigenous and other priority populations. Health-illness continuum. Health promotion including the role of public health practitioner, strategies, communication methods, health literacy and empowerment, illness prevention and early intervention. Health education and health literacy. Models of therapeutic communication applied to primary and public health care, and community health including the principles of community development, social justice and equality. The public health practitioner as change agent. Health as a concept of self, family, community, culture and local/global populations, and how these relate to specific issues. Values that guide healthy public policy. Role of government in health promotion and primary health, evidence-based practice, problem solving, analytical and critical enquiry, and application to primary health. Types/formats of different program solving delivery methods, utilising appropriate information technologies, e.g. eHealth, telemedicine.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> Using and demonstrating a high level of verbal and non-verbal communication Demonstrating a mastery of listening for meaning and influencing via active listening Demonstrating and showing empathy for others High order skills in negotiating and conflict resolution skills Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> Creating and sustaining a collegial environment Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions Inspiring and initiating opportunities to lead others Making informed professional decisions Demonstrating initiative in new professional situations. 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically to generate and consider complex ideas and concepts at an abstract level Analysing complex and abstract ideas, concepts and information Communicate alternative perspectives to justify complex ideas Demonstrate a mastery of challenging conventional thinking to clarify complex concepts Forming creative solutions in problem solving to new situations for further learning. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally Collating, managing complex data, accessing and using digital data securely Receiving and responding professionally to messages in a range of professional digital media Contributing competently and professionally to digital teams and working groups Participating at a high level in digital learning opportunities. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, A1, A2, A3	Health promotion perspectives	Pre-recorded oral presentation	10% - 30%
K2, K3, S1, S2, S3, A1, A2, A3	Digital poster using e-portfolio	Digital poster	30% - 50%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Health promotion program plan	Written Task	40% - 60%

Adopted Reference Style:

APA ()

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)