

# 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 explores the role of the health professional as an educator and promoter of health, in clinical and other diverse healthcare settings. In addition to this, the unit will explore the notion of the health professional as a change agent - not only for individuals but for groups, communities and populations. The unit seeks to understand illness prevention as well as health promotion as a contrast to the current illness model. In particular, the unit seeks to critically explore contemporary approaches to health promotion and health education, which also encompasses a focus on family violence and social and emotional well-being, while also illuminating health literacy and behaviour change theory as a vehicle for change. The concepts of social justice, equity, access, affordability and community development in health promotion and health education are emphasised.

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

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**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					✓	
Intermediate						
Advanced						

**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:**

Topics may include:

- 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

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, A1, A2, A3	Health promotion practitioner role	Written task	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](#)