



# Course Outline (Higher Education)

**:** School of Health  
**Course Title:** HEALTH PROMOTION FOR HEALTH PROFESSIONALS  
**Course ID:** NPHPS2403  
**Credit Points:** 15.00  
**Prerequisite(s):** (NPHPS1401)  
**Co-requisite(s):** Nil  
**Exclusion(s):** Nil  
**ASCED:** 061799

## Description of the Course:

This course introduces students to the principles of health promotion and the historical context in which health promotion has evolved. Students will explore the social determinants of health and how this impacts on health issues of relevance to their professional discipline. Students will identify key barriers to behaviour change and examine frameworks and models that can be applied to address health issues of relevance to their professional discipline. Students will also be introduced to the processes of health promotion program planning, implementation and evaluation.

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

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	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 checked="" type="checkbox"/>	<input 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:**

On successful completion of the course the students are expected to be able to:

**Knowledge:**

- K1.** Identify the barriers to behaviour change and choose appropriate behaviour change models to selected health issues
- K2.** Discuss individual, group, and population strategies and methods in health promotion and their most appropriate application

**Skills:**

- S1.** Analyse the principles of health promotion outlined in the Ottawa Charter for Health Promotion

**Application of knowledge and skills:**

- A1.** Design a health promotion program to address a health issue relevant to the student's professional discipline
- A2.** Reflect upon the social determinant of health in order to identify applicability to the student's professional discipline

**Course Content:**

Topics may include:

- Introduction to health promotion
- Health promotion from a social determinants perspective
- Human behavior and health
- Health promotion strategies and methods
- Brief interventions and motivational interviewing
- Health education and skill development
- Health information and health promotion
- Health needs assessment
- Planning health promotion programs
- Evaluating and sustaining health promotion programs

**Values:**

- V1.** Appreciate the impact of the complexity of barriers to behavioural change upon the health of individuals, groups, and populations in order to enable healthy changes

**Graduate Attributes**

The Federation University graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S1, A1, A2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, S1, A2	AT1, AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, S1, A1, A2	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, S1, A2	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, S1, A1, A2	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, S1, A2	Focus on 2 social determinants and 2 strategies from the Ottawa Charter	Written Assessment	20-40%
K2, A1, A2	Preliminary action plan for a health promotion program	Oral presentation	20-40%
K1, K2, S1, A1, A2	Theory-based Examination	Final Written Exam	30-50%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)