

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Health Promotion for Health Professionals
<b>Unit ID:</b>	NPHS3403
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(PY5 or PY8 Students NPHS1401 OR OT8 Students (NHPRH2002 and (NPHS2102 or NPHS3401) and NHPOT2013 and NHPOT2014 and (NPHS2401 or NHPOT2016) OR ST8 Students (EDBSP2026 and HEASP2022 and NPHS2102))
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(NPHS2403)
<b>ASCED:</b>	061799
<b>Description of the Unit:</b>	

This unit 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 these impact 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 these health issues. 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)

**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 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.** Identify the barriers to behaviour change and choose appropriate behaviour change models for 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

**Unit Content:**

The following documentation has substantially informed the syllabus/content of this unit: The Professional Standards for Speech Pathologists in Australia (2020); Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018); The AHPRA & National Boards Code of Conduct (2022); Australian Occupational Therapy Competency Standards (2018); Physiotherapy Board of Australia and Physiotherapy Board of New Zealand, Physiotherapy practice thresholds in Australia and Aotearoa New Zealand (2015); National Safety and Quality Health Service (NSQHS) Standards Second Edition (2021); National Standards for Mental Health 2020 as based on Mental Health Act 2014; Aged Care Quality Standards (2021); National Digital Health Framework (2021); and the Aboriginal and Torres Strait Islander Health Curriculum Framework (2020).

Topics may include:

- Introduction to health promotion
- the Ottawa charter
- Health promotion from a social determinants perspective
- Human behaviour 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

## 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 will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, A2	Applying the Ottawa Charter	Written Assessment	20-40%
K1, 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](#)