

# 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

## Description of the Unit:

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 they 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)

## 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.** 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
- 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

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment 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%

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit:** No

Date:

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)