



FACULTY OF HEALTH SCIENCES
School of Behavioural and Health Sciences
Melbourne
Semester Two, 2020

PUBH643: HEALTH ADVOCACY

UNIT OUTLINE

Credit points: 10

Prerequisites: *nil*

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UNIT RATIONALE, DESCRIPTION and AIM:

Public health advocacy involves individuals and organisations who operate locally, regionally, nationally and globally to address policies, products and practices that compromise people's health. Advocacy is a critical skill for all practitioners to effectively promote and protect population health and wellbeing. Advocacy is often needed to transform research into policy and practice. This unit aims to enable students to refine their existing communication skills by building their knowledge of the "art of advocacy" and the various ways this can be used to influence decisions and outcomes to improve health. Students will examine various facets of advocacy, including: approaches to advocacy; persuasiveness, rhetoric, method, audience, presentation and evaluation; nested advocacy within larger approaches; and challenging existing values or practices. Students will then consider the various factors that underpin effective, valid and appropriate advocacy, such as: community engagement, consultation and empowerment; community/organisational relationships; and respectful communication methods. In considering health advocacy in a global context, this unit will also include cultural responsiveness and cross-cultural communication. Finally, this unit will apply critical analysis to advocacy "tools" (existing or emergent) such as social marketing, new media approaches, focused health campaigns, fundraising, celebrity advocacy and competitive advocacy in health.

Mode: Online

Attendance pattern: Weekly 2 hour Lecture and 2 hour online tutorial

Duration: 12 weeks Semester Two. You should anticipate undertaking 150 hours of study for this unit, including class attendance, readings and assignment preparation.

LEARNING OUTCOMES

On successful completion of this unit, you should be able to:

1. Demonstrate specialised knowledge of effective design, implementation, and evaluation of health advocacy programs (GA: 5)

2. Assess a health problem or issue and articulate a suitable advocacy strategy to address the issue/problem (GA: 1,2,6)
3. Critically evaluate existing health advocacy strategies, particularly in terms of their method, strengths and limitations, and outcomes (GA: 4, 6, 8)
4. Create an advocacy strategy designed to influence a particular decision-making process that takes into account relevant community, stakeholder and audience considerations (GA: 3, 7, 9, 10)
5. Adapt health advocacy strategies for use with both conventional and emerging communication platforms, balancing overall consistency of purpose with tailored delivery to different audiences (GA: 7, 8, 10)

GRADUATE ATTRIBUTES

Each unit in your course contributes in some way to the development of the [ACU Graduate Attributes](#) which you should demonstrate by the time you complete your course. All Australian universities have their expected graduate attributes – [ACU's Graduate Attributes](#) have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop some attributes.

On successful completion of this unit, you should have developed your ability to:

- GA1 demonstrate respect for the dignity of each individual and for human diversity
- GA2 recognise your responsibility to the common good, the environment and society
- GA3 apply ethical perspectives in informed decision making
- GA4 think critically and reflectively
- GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- GA6 solve problems in a variety of settings taking local and international perspectives into account
- GA7 work both autonomously and collaboratively
- GA8 locate, organise, analyse, synthesise and evaluate information
- GA9 demonstrate effective communication in oral and written English language and visual media
- GA10 utilise information and communication and other relevant technologies effectively.

CONTENT

Topics will include:

Health advocacy

- Definitions and concepts applied to advocacy
- "Influence" and what advocacy is and is not
- Role, scope and levels of advocacy in health: patient advocate, public health advocate
- Other advocacy in health and community services: e.g. guardianship and administration systems
- Range of advocacy: single vs multiple issues, people, communities, countries
- Contextual factors: social, cultural, political, economic and other
- Importance of advocacy for global health and relationship to Sustainable Development Goals

Advocacy, community and culture

- Importance of community consultation and consent
- Methods of community engagement, consultation
- Community controlled health campaigns; top-down vs bottom-up approaches
- Cultural responsiveness and advocacy, cross cultural advocacy
- Advocating on behalf of a community
- Advocacy as paternalism; advocacy as empowerment

Advocacy method

- Advocacy approaches and issue/problem appraisal
- Advocacy when challenging: influencing change in existing/entrenched values or practices in health
- Advocacy tools: persuasiveness and the art of rhetoric, presentation and refinement of issue
- Nested advocacy: place within larger campaigns or programs
- Communication strategies, audience considerations
- Evaluating impact of advocacy strategies

Applied advocacy in health

- Case studies of successful or unsuccessful advocacy in health
- New advocacy tools: social marketing, new media; combination with other approaches
- Advocacy landscape: large scale health campaigns and multi-pronged approaches
- Advocacy, advertising or lobbying: celebrity advocacy vs endorsement vs sponsorship; grass-roots vs astro-turf organizations
- Competitive advocacy in health: landscape of health issues, their campaigns and advocacy efforts
- Advocacy in relation to fundraising/philanthropic approaches
- Advocacy and audience: incorporating audience through new media; criticisms of effectiveness

QUALITY ASSURANCE AND STUDENT FEEDBACK

This unit has been evaluated through the 'Student Evaluation of Learning and Teaching' (SELT) online surveys. As a result the unit has been orientated more strongly towards Public Health philosophy and professional requirements.

SELT surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete the SELT survey for the unit. You can also provide feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

LEARNING AND TEACHING STRATEGY AND RATIONALE

In order to best meet the needs of both international students and local students, PUBH643 is offered in both multi-mode and online mode.

Online mode

In online mode, students acquire essential theoretical knowledge in health advocacy via a series of asynchronous online lessons which include: recorded lecture content, online readings, online discussion forums and self-directed learning modules. Students are given the opportunity to attend facilitated synchronous online tutorial classes (eg, via virtual classroom via Zoom) to participate in the construction and synthesis of this knowledge with other students so as to develop the higher level skills of effective application of advocacy approaches, and in particular, communication skills.

The learning and teaching strategies of this unit are designed to allow students to meet the aims, learning outcomes of the unit, and graduate attributes of the University. Students will be expected to take responsibility for their learning and to engage actively with unit content and learning activities.

LECTURE CAPTURE

The lectures for this unit will be recorded and made available to students.

SCHEDULE

For the most up-to-date information, please check your LEO unit and also note advice from your lecturing and tutoring staff for changes to this schedule.

Week	Starting	Topics	Assessment
1	27-Jul	Introduction to Health Advocacy.	
2	3-Aug	What are the different types of advocacy?	
3	10-Aug	What are we advocating for? What are the common global social determinants of Health?	
4	17-Aug	What are we advocating for? How to best 'represent' the health problem to be addressed? How are SDG's relevant to SDH?	
5	24-Aug	What are the components of effective health advocacy?	
6	31-Aug	What is a framework for understanding health policy advocacy?	
7	7-Sep	How is power an important issue in health advocacy? How to respond to tactics of vested interests?	
8	14-Sep	What can the women's rights movement tell us about effective health advocacy?	
9	21-Sep	How can we build a social movement for public health?	Essay One Due
	28-Sep	Vacation Week	
10	5-Oct	What should be included in a health advocacy strategy?	
11	12-Oct	How can we ensure our advocacy communication is most effective?	

12	19-Oct	Review	
13	26-Oct		Essay Two Due

ASSESSMENT STRATEGY AND RATIONALE

Please note assessment is the same for students undertaking either multi-mode or online mode.

A range of assessment procedures will be used to meet the unit learning outcomes and develop graduate attributes consistent with University assessment requirements.

In order to successfully complete this unit, students need to complete and submit two graded assessment tasks and obtain an aggregate mark of greater than 50%. Students will be awarded a final grade result.

PUBH643 assessments are designed to enable students to progressively develop their knowledge of health advocacy through first critique of existing strategies, and then through development of a health advocacy strategy for a contemporary health issue. In order to develop the knowledge and skills required to achieve the learning outcomes and Graduate Attributes, students first demonstrate their knowledge by preparing a critique of a health advocacy strategy with reference to global political priorities. Students then build on this analysis during the second assessment, where they are required to design a health advocacy strategy (including rationale, purpose, background and associated materials) on a contemporary health issue.

Assessments will comprise:

- Written assignment: Global health advocacy and political priority (50%)
- Written assignment: Health advocacy strategy (50%)

In order to pass this unit, you are required to gain an overall pass grade of at least 50%.

The assessment tasks for this unit are designed for you to demonstrate your achievement of each learning outcome.

ELECTRONIC SUBMISSION, MARKING AND RETURN

Electronic submission, marking and return is being used for this unit. Quizzes will be completed and marked online and two essays will be submitted to Turnitin using the relevant LEO site link.

OVERVIEW OF ASSESSMENTS

In order to pass this unit, students must attempt and submit all assessment tasks. There are no hurdle requirements for this unit.

Assessment tasks	Due date	Weighting (%)	Learning outcome/s assessed	Graduate Attributes assessed
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Assessment 1: Written assignment: Global health advocacy and political priority	Fri 25/9	50%	1, 2, 3	GA1, GA2, GA4, GA5, GA6, GA8
Assessment 2: Written assignment: Health advocacy strategy	Fri 30/10	50%	1, 2, 4, 5	GA1, GA2, GA3, GA5, GA6, GA7, GA8, GA9, GA10

Assessment 1

Written assignment: Analysis of global health advocacy to ensure political prioritising (2000 words excluding references). Each student will provide an analysis in preparation for health advocacy based on one of the Sustainable Development Goals (below) by a) addressing social determinants of health; b) applying a 'what's the problem' (Bacchi, 2009) analysis; c) outlining a theory of change incorporating an analysis of the power dynamics of the issue (political context) (see LEO guide for more detailed instructions)

SDG Areas:

Goal 1 End poverty in all its forms everywhere

Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5 Achieve gender equality and empower all women and girls

Goal 6 Ensure availability and sustainable management of water and sanitation for all

Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10 Reduce inequality within and among countries

Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable Goal 12 Ensure sustainable consumption and production patterns

Goal 13 Take urgent action to combat climate change and its impacts*

Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Due date:

25/9, 5pm.

Weighting:	50%
Length and/or format:	The word limit for this assignment is 2000 words (plus or minus 10%). Words over this limit will not be considered for marking. You must include on your cover sheet what the actual word count is for your assignment. Please note your reference list is not included in the word count but in text citations are.
Purpose:	To assess students' understanding of Health Advocacy in terms of issue representation, power politics and social determinants of health.
Learning outcomes assessed:	1, 2, 3
How to submit:	Submit via Turnitin on LEO site
Return of assignment:	Results and feedback via Turnitin on LEO site
Assessment criteria:	See marking rubric on LEO

Assessment 2

Written assignment: Health advocacy strategy (2000 words excluding references) that is based on topic and analysis from assessment 1. The strategy will be based on a clearly articulated understanding of social change that draws on social movement theory. The strategy will address advocacy as an activity involving power and contest, and contain the following key elements a) processes for recruiting support to campaign and incorporating voices from the grassroots b) identification of key goals and milestones, c) the relevance proposed use of the four activist types d) proposals for message framing e) tactics and strategies for pressuring decision makers including identification of counter-tactics.

Due date:	30/10, 5pm
Weighting:	50%
Length and/or format	The word limit for this assignment is 2000 words (plus or minus 10%). Words over this limit will not be considered for marking. You must include on your cover sheet what the actual word count is for your assignment. Please note your reference list is not included in the word count but in text citations are.
Purpose:	To assess a student's understanding of health advocacy strategy, drawing on social movement theory and involving an appreciation of power and contest.
Learning outcomes assessed:	1, 2, 4, 5
How to submit:	Submit via Turnitin on LEO site
Return of assignment:	Results and feedback via Turnitin on LEO site
Assessment criteria:	See marking rubric on LEO

REFERENCING

This unit requires you to use the APA referencing system.

See the '[Academic referencing](#)' page of the Student Portal for more details.

ACU POLICIES AND REGULATIONS

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, available from the website.

A list of these and other important policies can be found at the [University Policies](#) page of the Student Portal.

ASSESSMENT POLICY AND PROCEDURES

You must read the Assessment Policy and Assessment Procedures in the University Handbook: they include rules on deadlines; penalties for late submission; extensions; and special consideration. If you have any queries on Assessment Policy, please see your Lecturer in Charge.

ACADEMIC INTEGRITY

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Framework for Academic Integrity and the Academic Honesty Policy are available from the website. Please read them, and note in particular that plagiarism, collusion and recycling of assignments are not acceptable. Penalties for academic dishonesty can vary in severity, and can include being excluded from the course. Please note that:

- (1) any numerical marks returned to students are provisional and subject to moderation;
 - (2) students will not be given access to overall aggregated marks for a unit, or overall unit grade calculated by Gradebook in LEO;
- and,
- (3) students will be given a final mark and grade for their units after moderation is concluded and official grades are released after the end of semester.

TURNITIN

The 'Turnitin' application (a text-matching tool) will be used in this unit, in order to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
- teaching staff to identify areas of possible plagiarism in students' written work.
- To submit, mark and return assessment tasks through the Grademark function in Turnitin.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission and the Turnitin Originality Report.

Please note that electronic marking, Grademark, is used in this unit using Turnitin. Turnitin will be used as a means of submitting, marking and returning assessment tasks and so a text matching percentage will appear on your submission automatically.

FIRST PEOPLES AND EQUITY PATHWAYS DIRECTORATE FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

Every campus provides information and support for Aboriginal and Torres Strait Islander Students. Indigenous Knowings are embedded in curricula for the benefit of all students at ACU.
<http://www.acu.edu.au/453155>

STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible.

For all aspects of support please visit ACU Info section in the Student Portal.

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
- The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.

The [Support Services web page](#) provides links for each service.

ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

The LEO page for this unit contains further readings/ discussion forums.

You should note that it is your responsibility to monitor LEO activity to monitor if any messages have been posted for you, including particularly messages that might not have been forwarded to you via email, and especially to check for feedback after submission of assessment tasks.

In addition, for this unit you will be required to use the following technologies:

Computer, headset, camera and microphone.

TEXTS AND REFERENCES:

Recommended references

Bacchi, C. L. (2009). *Analysing policy: what's the problem represented to be?* Frenchs Forest, N.S.W: Pearson Education.