# Course Writing Template

The template below will help you structure the content for each topic in your program/course. The content will then be transferred to Moodle.

The template is designed for you to provide content that will go into the overview page and in each of your sub-topics. There may only be one sub-topic or there may be 3 to 5 sub-topics. The template is designed for 1 sub-topic. However, please copy and paste to add however number of sub-topics needed.

Once the first topic is complete, please use this template to write the content for the rest of the topics in the program/course.

(Copy and paste the following as required)

## Topic 1 – Introduction to Population Health (include a meaningful name of the topic here more than “Week/Topic 1”)

**Overview**

Include the overview paragraph you wrote on the Short Program Blueprint document.

**Introductory Video (if applicable, link can come later)**

You may wish to include a short 2-3 minute introductory video introducing students to this topic. The video will be displayed here. Ensure this video is not an exact copy of the introductory text – there is no need to replicate this info! ☺

**To Know and To Do**

Include what students should know and do in this topic by completing the following table. Be as specific as possible. The text in the table below is a sample. Replace the text with your own.

|  |  |  |
| --- | --- | --- |
| **Course Objectives** | **Need to know** | **Need to do** |
|  | **WEEK 1** |  |
| CO1 | An understanding of what population health is | **Watch** the video ‘Population Health?’  **Complete** the reading ‘What is population health?’ |
| CO2, 3 | Population pyramid shapes | **Watch** the video ‘Health inequalities in Australia’  **Read** two linked readings from the WHO  **Complete** Learning Activity 1.1: ‘Health Inequalities’ Forum post |
| CO4 | How to describe and appraise a variety of information sources | **Watch** the video ‘Looking at digital information sources’  **Complete** Learning Activity 1.2: ‘Twitter and Health’   **Read** ‘Examples of Good and Bad narratives’  **Complete** the Self-review exercise |
| CO1, 2, 3, 4 | Develop an understanding of measuring and monitoring population health | **Begin** Portfolio Task 1 (due end of week 2) |

(Copy and paste the following for every additional **sub-topic** and for the additional topics)

## Sub-topic 1 (include the name of the sub-topic here)

**What and Why**

In one or two sentences explain what the particular sub-topic will look at or examine and why it is important.

Then, provide some background text (e.g. 5-10 sentences – can be longer if needed to explain the concept) that puts the subtopic into context for the students or provides some key information students need to know.

*Sample text (please replace with your own text):*

A theory is an explanation or an attempt to explain something. Theories in health promotion help us to think about why some health phenomena occur, and also help provide an understanding about how to address them. Jones and Donovan (2004) explain, “Theories and models increase our understanding of behavior, anchor, and give substance to our actions, and help frame important issues and minimize redundancies.”

In this sub-topic we provide just two readings to introduce you to the background and context of health promotion theory, which as you know is what this course is all about!

**Video(s) – note this can come before or after the readings**

If you have a video (or videos – could be a video on YouTube or your own short presentation video) related to the sub-topic, provide a few lines introducing the video. Describe what the video shows and what students should pay attention to. It could be one video or multiple short videos.

Preference is to keep videos to **no longer than 12-15 minutes**. They can be quite short (just a few minutes). If they are longer than 15 minutes, then provide instructions for which parts of the videos students should pay attention to or clip the video into two if possible. If you plan to record your own video, just ask students to view the ‘video presentation’ and highlight that your recorded video will come later.

*Sample text (please replace with your own text):*

The first video in this topic is a simple introduction linking social determinants and equity. As you are watching this video think about your topic for the final assessment. The key to understanding how social determinants has shaped that health issue is to keep asking why. Why is someone overweight or obese? Why haven’t they eaten well, or been physically active? Keep asking why until you can trace back the answer to one or more of the social determinants of health.

<https://www.youtube.com/watch?v=6UQyeH1d0_0>

In audio recording below (N.B. there is no video, just audio), the World Medical Association president, professor Sir Michael Marmot explores the challenges communities face in solving issues of health inequities.

<http://mpegmedia.abc.net.au/rn/podcast/2016/09/bls_20160903.mp3>

In episode of ABC’s Q&A below the panelists explore equity and the social determinants of health. Sir Michael Marmot who you just listened to features in this episode. Watch from the start until 17:52 minutes, then watch from 34:16-39:00 minutes. As you are watching think about your which government departments outside of Health are going to impact population health outcomes. This will be useful for the discussion activity.

<https://www.youtube.com/watch?v=WbD4x2jCWyg>

**Reading(s) – note this can come before or after the videos.**

**Please include a full reference and link to the readings written using UniSA Harvard Referencing style or any consistent referencing guide**. See the following link to the Library resource around the recommended use of eReserve - <https://lo.unisa.edu.au/course/view.php?id=15804>

Introduce any associated readings with this sub-topic here. Include a description of the reading(s) and why it is important. Note for students what to pay attention to while doing the reading and/or how it relates to their assessment or associated activity. You should pose some guiding questions for students to consider.

*Sample text (please replace with your own text):*

To extend your understanding of what the field of population health is all about, I've provided below a link to an article by Kindig and Stoddart (2003) where they discuss the key aspects of the field and propose a definition. It's a relatively short article so I'd encourage you to at least have a brief scan to aid your understanding of how the field of population health is different from a focus on the health of individuals.

**Reference**

Kindig, D & Stoddart, G 2003, 'What is population health?', *American Journal of Public Health*, vol. 93, no. 3, pp. 380-383. <http://search.library.unisa.edu.au/record/UNISA_ALMA51143389820001831>

**Learning Activity (could be a range of activities within each sub-topic or just one)**

A separate **Learning Activity Template**, available on the *Short Programs: Design and Development* webpage is available to assist you in writing your Learning Activities.

This is where you will include instructions for any activities you would like students to do to apply their knowledge related to the subtopic. These are not necessarily formally assessed, however should provide students opportunity to further their understanding of a given topic while also receiving some form of feedback on how they are going.

Some examples of Learning Activities are also found on the *Short Programs: Design and Development* webpage.

**Self-Review Exercise and/or quiz (if applicable)**

Include instructions similar to the following (note the self-review can be at the end of the sub-topic or immediately after a reading or video if it relates only to a particular reading/video. It could also be at the end of a Topic). You can provide the questions and answers for the self-review later if you don’t have them available now.

*Sample text (please replace with your own text):*

Now it’s time to see what you have learned! Complete this self-review exercise designed to help you consolidate your knowledge achieved and to help you identify concepts that you will need to go back and review in preparation for your final assessment. You can complete this self-review as many times as you like as the grade does not contribute to your overall course grade.

**What’s Next? (this will go at the end of a Topic, not sub-topic)**

Describe what students should do next now that they have completed the Topic. For example, they may be asked to complete and submit an assessment task or they may be asked to continue to the next topic.

*Sample text (please replace with your own text):*

You have now completed the first topic in this course and should be getting familiar with the concepts related to the social determinants of health. Make sure you have checked off the To Know and To Do check lists at the start of this topic so you can keep a record of what you have learned and what you have completed. Now, it’s time to move on to **Topic 2: Promoting Healthy Workplaces**.