

PUB102 Environment, Climate and Health

School: School of Health - Public Health

2026 Trimester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This foundation course develops your knowledge and understanding of the fundamental relationships between our environment, climate and human health. You will apply complex systems thinking and socio-ecological models of health to explore the nature and consequences of changes in environment, climate, culture, economics, and politics on human and ecosystem health. Topics include: global climatic changes; water quality and supply; aquatic ecosystems; agriculture and food security; emerging diseases and antibiotic resistance; urbanisation, energy, and transport; and sustainable development goals.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Independent structured learning materials	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Workshop (on campus option)	2hrs	Week 1	12 times
ONLINE			
Learning materials – Independent structured learning materials	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Workshop (online option)	2hrs	Week 1	12 times

1.3. Course Topics

Complex systems dynamics & resilience
Socio-ecological models of health
Changes in global atmosphere and climate
Biodiversity
Water quality and quantity
Food security and regenerative agriculture
Aquatic ecosystems: food supply and persistent pollutants
Emerging diseases and antibiotic resistance
Food security and regenerative agriculture
Urbanisation, transport and energy
United Nations Sustainable Development Goals
Managing for sustainable futures

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	International Union for Health Promotion and Education
1 Define key terms related to ecological sustainability and health.	Knowledgeable Information literacy	B.3, A.5, A.10
2 Describe the key elements of selected systems frameworks for linking environment and health.	Knowledgeable Sustainability-focussed Information literacy	B.10
3 Summarise and discuss biophysical, socio-economic and ethical dimensions of selected sustainability issues.	Knowledgeable Sustainability-focussed Communication	B.4, A.5, A.10
4 Access and evaluate current scientific evidence on selected environment and health topics.	Empowered Sustainability-focussed Communication Organisation	A.4, A.5

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
B.3	The determinants of health and their implications for health promotion action
B.4	The impact of social and cultural diversity on health and health inequities and the Implications for health promotion action
A.4	Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalisation

CODE COMPETENCY

A.5 Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing

A.10 Sustainable development and sustainable health promotion action

B.10 The systems, policies and legislation which impact on health and their relevance for health promotion.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback on understanding of key concepts for this course is provided through in-class discussions and multiple attempt online quizzes.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	20%	Online quizzes	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Oral and Written Piece	Individual and Group	40%	Completion of written template, conference poster and 5 minute oral presentation.	Week 7	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	1500 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online quizzes

GOAL:	To demonstrate your understanding of key environment and health, and sustainability terms and concepts.	
PRODUCT:	Quiz/zes	
AUTHORSHIP STATEMENT:		
FORMAT:	Multiple quizzes via Canvas based on course learning materials. More details will be available on Canvas at the commencement of the trimester.	
CRITERIA:	No.	Learning Outcome assessed
	1 Accuracy of responses provided.	1 2
GENERIC SKILLS:	Information literacy	

All - Assessment Task 2: Core concepts conference poster

GOAL:	To demonstrate your skills in identifying and communicating features of complex system and socio-ecological interactions relevant to the prescribed reading via a professional multimedia medium.	
PRODUCT:	Oral and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	You will individually complete and submit online a written template on a prescribed reading. In a group you will develop a conference poster and oral presentation based on the knowledge each group member has contributed via their individual templates. Oral presentations will occur during workshops.	
CRITERIA:	No.	Learning Outcome assessed
	1 Understanding and synthesis of the complex system and socio-ecological interactions relevant to the content of the prescribed reading	2 3
	2 Effectiveness of conference poster as a tool for communicating findings in a professional context	2 3
	3 Clarity of oral communication	2 3
	4 Contribution to team development of conference poster	2 3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies	

All - Assessment Task 3: Critical literature review

GOAL:	To demonstrate your skills in critically reviewing the state of knowledge about a current global ecological issue, and identifying gaps and areas of uncertainty.		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	Critical literature review		
CRITERIA:	No.		Learning Outcome assessed
	1	Appropriate integration of evidence (including range and quality of data and data sources)	3 4
	2	Application of complex systems and socio-ecological framework concepts	3 4
	3	Synthesis of key findings	3 4
	4	Adherence to genre and quality of syntax and mechanics	3 4
GENERIC SKILLS:	Communication, Collaboration, Organisation, Information literacy		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011				
All delivery modes	Oral and Written Piece	Core concepts conference poster	A.5	Taught, Practiced, Assessed
	Quiz/zes	Online quizzes	A.5	Taught, Practiced, Assessed
	Written Piece	Critical literature review	A.5	Taught, Practiced, Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	G. Tyler Miller, Scott Spoolman	2020	Living in the Environment	20	Cengage Learning

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)