

# PUB102 Environment and Health

School: School of Health - Public Health

2024 | Semester 2

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.

*Please go to [usc.edu.au](http://usc.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 and human health. You will apply complex systems thinking and socio-ecological models of health to explore the nature, scope and consequences of local and global environmental changes, culture, economics and politics on human and ecosystem health. Topics include: global atmospheric changes; water quality and supply; aquatic ecosystems; agriculture and food security; emerging diseases and antibiotic resistance; energy and transport; and sustainable development goals.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 1 hour of independent structured learning materials	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – 2 hour workshop	2hrs	Week 1	13 times

### 1.3. Course Topics

- Complex systems dynamics & resilience
- Socio-ecological models of health
- Changes in global atmosphere
- Biodiversity
- Water quality & quantity
- Food security & regenerative agriculture
- Aquatic ecosystems: food supply & persistent pollutants
- Emerging diseases & antibiotic resistance
- Food security & regenerative agriculture
- Transport & energy
- Urbanisation & coastal development
- 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	B.3, A.5, A.10
2 Describe the key elements of selected systems frameworks for linking environment and health.	Knowledgeable Sustainability-focussed	B.10
3 Summarise the key biophysical and socio-economic dimensions of selected sustainability issues.	Knowledgeable Sustainability-focussed	B.4, A.5, A.10
4 Discuss ethical dimensions of selected sustainability issues.	Sustainability-focussed	B.1
5 Access and evaluate current scientific knowledge on selected environment and health topics.	Empowered Sustainability-focussed	A.4, A.5
6 Appraise the level of scientific uncertainty in relation to emerging global ecological issues.	Sustainability-focussed	A.5

### \* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
B.1	The concepts, principles and ethical values of health promotion as defined by the Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations
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
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

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 that commence Week 3.

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	30%	Online quizzes	Week 3	Online Test (Quiz)
All	2	Written Piece	Individual	30%	600 words	Week 8	Online Assignment Submission with plagiarism check
All	3a	Written Piece	Individual	0%	N/A	Week 11	Online Submission
All	3b	Written Piece	Individual	40%	1500 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online quizzes

<b>GOAL:</b>	To demonstrate your understanding of key environment and health, and sustainability terms and concepts.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Multiple quizzes via Canvas based on course learning materials. Quiz open and close dates will be available on Canvas at the commencement of the semester.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Accuracy of responses provided.	1 2

All - Assessment Task 2: Journal club structured reflection - Written reflection

<b>GOAL:</b>	To demonstrate your skill in engaging with scholarly literature through structured reflection, and in identifying complex system concepts and socio-ecological interactions relevant to the topic.
<b>PRODUCT:</b>	Written Piece
<b>FORMAT:</b>	Written reflection

CRITERIA:	No.	Learning Outcome assessed	
	1	Understanding of key concepts (complex systems, resilience and socio-ecological models of health) and content presented in the prescribed reading	2 3 4
	2	Depth of critical reflection	2 3 4
	3	Clarity of your communication of the content of the prescribed reading	2 3 4

#### All - Assessment Task 3a: Critical literature review plan

<b>GOAL:</b>	To demonstrate your skill in planning and conducting a critical review of scholarly literature		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	The critical review plan will follow the template provided		
CRITERIA:	No.	Learning Outcome assessed	
	1	Appropriateness of interpretation of literature review question	2 3 4
	2	Appropriateness of search terms and strategy	
	3	Accuracy of literature review structure	

#### All - Assessment Task 3b: Critical literature review

<b>GOAL:</b>	To demonstrate your skills in critically reviewing the state of knowledge about a current global ecological issue, and identifying gaps and areas of uncertainty.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Critical literature review		
CRITERIA:	No.	Learning Outcome assessed	
	1	Range and quality of data sources and data	3 4 5 6
	2	Application of complex systems and socio-ecological framework concepts	3 4 5 6
	3	Synthesis of key findings	3 4 5 6
	4	Adherence to genre and quality of syntax and mechanics	3 4 5 6

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

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

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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>

## 10.9. 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.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)