

PUB112 Public Health Foundations

School: School of Health - Public Health

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

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 is a foundation course to develop your knowledge and skills in public health in Australian and global contexts. Public health is multidisciplinary and focusses on creating health equity within and between populations and communities by promoting and protecting health and preventing disease. You will explore health inequities and the range of individual and environmental determinants that influence the health and wellbeing of populations in Australian and global contexts. You will apply these concepts to investigate complex public health priorities from a holistic, ecological, salutogenic and social justice perspective.

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)	2hrs	Week 1	12 times
ONLINE			
Learning materials – Independent structured learning materials	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Workshop (Online)	2hrs	Week 1	12 times

1.3. Course Topics

Development of public health
Public health disciplines
Public health principles, evidence and frameworks
Patterns of health and wellbeing of populations
Climate change impacts on health
Socio-ecological determinants of health
Health equities and social justice
Global and national public health priorities
United Nations Sustainable Development Goals
Disaster management and resilience

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 Describe public health concepts, disciplines and activity.	Knowledgeable	A.1, B.2, A.4, A.5
2 Explore public health priorities in local and global contexts.	Creative and critical thinker	A.1, B.2, A.4, A.5, 4.1, 6.3
3 Investigate public health priorities from a holistic, ecological, salutogenic and social justice perspective.	Empowered	A.1, B.2, A.4, A.5, 6.3

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
A.1	Health as a human right, which is central to human development
B.2	The concepts of health equity, social justice and health as a human right as the basis 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
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action

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

Formative feedback will be provided within the first four weeks. This is provided utilising scaffolding activities in workshops.

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	25%	One hour (each)	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Portfolio	Individual	35%	600 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	40%	One hour	Exam Period	Online Test (Quiz)

All - Assessment Task 1: Online quiz

GOAL:	To demonstrate your understanding of public health 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:	<p>No.</p> <p>1 Understanding of public health concepts, disciplines and activity.</p>	<p>Learning Outcome assessed</p> <p>1</p>
GENERIC SKILLS:	Information literacy	

All - Assessment Task 2: Public Health Portfolio

GOAL:	To describe public health priorities and actions.		
PRODUCT:	Portfolio		
AUTHORSHIP STATEMENT:			
FORMAT:	A portfolio written and submitted via Cadmus. More details will be available on Canvas at the commencement of the trimester.		
CRITERIA:	No.		Learning Outcome assessed
	1	Description of public health actions	2
	2	Communication of descriptive epidemiological data	2
	3	Demonstration of the distribution of health and wellbeing for priority population groups	2
	4	Integration of appropriate credible sources	2
GENERIC SKILLS:	Communication, Information literacy		

All - Assessment Task 3: Online exam

GOAL:	To apply public health concepts and frameworks using a holistic, salutogenic, ecological and social justice perspective.		
PRODUCT:	Examination - Centrally Scheduled		
AUTHORSHIP STATEMENT:			
FORMAT:	Online exam via Canvas. Further instructions will be available on Canvas.		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification of individual and environmental determinants of a public health priority.	3
	2	Application of socio-ecological health frameworks	3
	3	Application of public health concepts	1 3
GENERIC SKILLS:	Problem solving, 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	Examination - Centrally Scheduled	Online exam	B.2	Taught, Practiced, Assessed
	Portfolio	Public Health Portfolio	6.3	Taught, Practiced, Assessed
	Quiz/zes	Online quiz	A.5	Taught, Practiced, Assessed
			B.2	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

There are no required/recommended resources for this course.

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](#)