

PUB714 Climate, Justice, and Health**School:** School of Health - Public Health

2025 | Session 2

Online

ONLINE

You can do this course without coming onto campus.

Please go to 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**

Climate justice for priority populations requires innovative solutions to current and emergent climate change issues that contribute to health equity. This course will develop your advanced knowledge and skills in public health practice to effectively engage in climate justice analysis and discourse for an equitable and sustainable future. You will learn about climate change and justice concepts, principles, approaches and issues, systems and resilience thinking, and the direct and indirect impacts of climate injustices on the health and wellbeing of priority communities.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – 5 hours of structured asynchronous online learning materials and an optional 1-hour online consultation session.	6hrs	Week 1	8 times

1.3. Course Topics

United Nations Sustainable Development Goals

Planetary health

Climate science evidence

Climate change and justice

Climate change and justice priorities (e.g., disaster resilience, food security and sovereignty, sustainable health systems, urbanisation etc.)

Ecological sustainability

Systems thinking

Resilience thinking

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 Critically reflect on core climate justice concepts, approaches and skills.	Ethical	B.2, B.3, 1.4, 6.4
2 Analyse complex climate justice priorities using systems and resilience thinking.	Empowered	1.4, 5.4, 6.3, 6.4
3 Apply evidence to effectively communicate climate justice priorities	Sustainability-focussed	1.4, 4.1, 4.2, 6.3
4 Evaluate the impacts of climate issues on priority populations from an equity perspective.	Creative and critical thinker	9, 9.2, 9.3, 9.4

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
B.2	The concepts of health equity, social justice and health as a human right as the basis for health promotion action
B.3	The determinants of health and their implications for health promotion action
1.4	Facilitate the development of personal skills that will maintain and improve health
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
4.2	Use information technology and other media to receive and disseminate health promotion information
5.4	Incorporate new knowledge to improve practice and respond to emerging challenges in health promotion
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action
6.4	Identify the determinants of health which impact on health promotion action
9	Evaluation and Research
9.2	Integrate evaluation into the planning and implementation of all health promotion action
9.3	Use evaluation findings to refine and improve health promotion action
9.4	Use research and evidence-based strategies to inform practice

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

Enrolled in any Postgraduate Program

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

PUB706

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

Formative feedback will be provided in the first two weeks in applied learning activities.

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	Portfolio	Individual	40%	1500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Artefact - Professional	Individual	60%	1800 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Climate, justice and health scholarly reflection

GOAL:	To demonstrate advanced skills in engaging with the scholarly literature to critically reflect on climate justice concepts and impacts.					
PRODUCT:	Portfolio					
FORMAT:	Written reflection					
CRITERIA:	No.					Learning Outcome assessed
	1	Comprehension of climate justice concepts and impacts				1 4
	2	Application of critical reflection and evaluation skills				1 4
	3	Relevance and integration of scholarly literature to support arguments presented.				1 3
	4	Quality of scholarly communication				1 3
GENERIC SKILLS:	Problem solving, Organisation					

All - Assessment Task 2: Fact sheet and supporting evidence

GOAL:	To demonstrate advanced skills in selecting, analysing, and communicating relevant information and evidence about a contemporary climate justice priority.		
PRODUCT:	Artefact - Professional		
FORMAT:	Fact sheet and supporting evidence		
CRITERIA:	No.		Learning Outcome assessed
	1	Relevance and synthesis of evidence to support the analysis	2 3
	2	Analysis of the climate justice issue using systems and resilience thinking	2
	3	Evaluation of the impacts of climate issues on priority populations from an equity perspective.	4
	4	Quality of communication	1 3
GENERIC SKILLS:	Communication, Applying technologies, 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	Artefact - Professional	Fact sheet and supporting evidence	4.1	Taught, Practiced, Assessed
			4.2	Taught, Practiced, Assessed
			5.4	Taught, Practiced, Assessed
			6.3	Taught, Practiced, Assessed
			6.4	Taught, Practiced, Assessed
			9.2	Taught, Practiced, Assessed
			9.3	Taught, Practiced, Assessed
			9.5	Taught, Practiced, Assessed
	Portfolio	Climate, justice and health scholarly reflection	1.4	Taught, Practiced, Assessed
			6.3	Taught, Practiced, Assessed
			6.4	Taught, Practiced, Assessed
			9.2	Taught, Practiced, Assessed
			9.3	Taught, Practiced, Assessed
			9.4	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

Students will be required to have a reliable Internet connection, a computer, a microphone headset and a webcam for Technology Enabled Learning and Teaching Activities.

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. 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.

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.

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.

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 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 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