

# PUB714 Climate, Justice, and Health

School: School of Health - Public Health

2026 | Session 2

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](http://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

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
<b>ONLINE</b>			
<b>Online</b> – 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
<b>INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION</b>	
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

## 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 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

<b>GOAL:</b>	To demonstrate advanced skills in engaging with the scholarly literature to critically reflect on climate justice concepts and impacts.																		
<b>PRODUCT:</b>	Portfolio																		
<b>AUTHORSHIP STATEMENT:</b>																			
<b>FORMAT:</b>	You will produce a written portfolio to critically reflect on climate justice concepts and impacts, integrating evidence from scholarly literature. You will submit the assignment online. Further details will be available on Canvas.																		
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Comprehension of climate justice concepts and impacts</td> <td>1 4</td> </tr> <tr> <td>2</td> <td>Application of critical reflection and evaluation skills</td> <td>1 4</td> </tr> <tr> <td>3</td> <td>Relevance and integration of scholarly literature to support arguments presented.</td> <td>1 3</td> </tr> <tr> <td>4</td> <td>Quality of scholarly communication</td> <td>1 3</td> </tr> <tr> <td>5</td> <td>Appropriate integration of evidence</td> <td>2</td> </tr> </tbody> </table>	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	5	Appropriate integration of evidence	2
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<b>GENERIC SKILLS:</b>	Problem solving, Organisation																		

**All - Assessment Task 2:** Fact sheet and supporting evidence

<b>GOAL:</b>	To demonstrate advanced skills in selecting, analysing, and communicating relevant information and evidence about a contemporary climate justice priority.																			
<b>PRODUCT:</b>	Artefact - Professional																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	You will create a fact sheet and supporting evidence written piece. Further details will be available on Canvas. You will submit the assignment online.																			
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<b>GENERIC SKILLS:</b>	Communication, Applying technologies, Information literacy																			

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011</b>				
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. 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](#)