

Bachelor of Public Health

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Course Name	Course Units	Course Aim	Course Content	Course Objectives	Assessments Type, Length, Duration, pct%, Objectives met	Prerequisites
UO Introduction to Public Health Practice and Research	4.5	Develop students' understanding of areas of public health practice and the role of research and evidence relevant to improving public health within a global and national context.	Introduction to public health areas of practice and career pathways; professionalism; ethical integrity; academic writing; population health, public health and epidemiology; determinants of health; sources of population health data; risk factors; measures of disease occurrence and risk; association between determinants of health and health outcomes; screening; health research designs; public health strategies.	1) Explain key concepts underpinning public health practice and research 2) Describe the public health areas of practice 3) Apply foundation knowledge of health-related data sources and epidemiological methods to describe the occurrence of health outcomes 4) Explain how research evidence informs public health practice 5) Describe how the public health cycle leads to improved population health	1) Portfolio 250 words 30 minutes 750 words 50% 1,2,3,4,5 2) Report 2500 words 50% 1,2,3,4,5	
UO Foundations of Human Biology 1	4.5	To develop knowledge of the structures and functions of the human body.	Terminology; level of body organisation; homeostasis; cells and tissues; musculoskeletal system; cardiovascular system; respiratory system; nervous system; endocrine system.	1) Describe the structures and functions of the human body using appropriate terminology. 2) Describe the normal structure and function of cells and tissues. 3) Describe the structure and function of the muscular, skeletal, cardiovascular, digestive and nervous systems. 4) Explain how body systems interact with each other to maintain homeostasis.	1) Portfolio 60% 1,2,3,4 2) Presentation 45 minutes 40% 1,2,3,4	
UO Health Systems and Services	4.5	Introduce students to health systems and services in the Australian context and highlight the complex and multiple functions and processes involved to promote and improve population health.	Health systems; introduction to policy; stakeholders in health; social, political and other influences on health systems; historical and contemporary health system responses; preventive health in the health system; conceptual definitions of health and wellbeing; Aboriginal and Torres Strait Islander health initiatives; mechanisms that shape the Australian health system, including financing, levels of government, policy and regulatory frameworks; health policy and administration pathways and careers.	1) Describe the health system structures in Australia, including key entities, stakeholders, funding sources, and policy and regulatory frameworks. 2) Explain the role of public policy in promoting and protecting health and preventing illness. 3) Discuss the relevance of different conceptual definitions of health and wellbeing on health policy and the health service system. 4) Describe contemporary initiatives to promote and improve Aboriginal and Torres Strait Islander health. 5) Demonstrate personal and professional development through course engagement and participation in group work.	1) Portfolio 2500 words 50% 1,2,3,4,5 2) Assignment 2000 words 50% 1,2,3	
UO Foundations of Human Biology 2	4.5	To develop knowledge in integrative physiology.	Extension of homeostasis; regulation and integration of body systems (immune, digestive, nervous, urinary and reproductive systems, and nutrition); continuity (genetics, reproductive and cell biology, physiological development across the lifespan).	1) Explain the relationships between the concepts of anatomy and physiology for body systems. 2) Describe the structure and function of the immune, respiratory, urinary, endocrine and reproductive systems. 3) Describe the principles of growth and cellular transport. 4) Describe continuity in relation to physiological and anatomical changes occurring over a lifespan.	1) Portfolio 60% 1,2,3,4 2) Presentation 45 minutes 40% 1,2,4	Foundations of Human Biology 1

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UO Contemporary Aboriginal Issues	4.5	To develop students' knowledge of diversity of the contemporary social and political situations in Australia which impact on Aboriginal and Torres Strait Islander people.	Students will develop broad understanding and knowledge of historical and contemporary issues that have and still impact on Aboriginal and Torres Strait Islander people. Students will explore social justice and human rights, reconciliation, diversity of Aboriginal social and political situations, Australian racism, power and powerlessness, employment, health, housing, Indigenous Australians and the criminal justice system, stolen generations, media, native title and sovereignty, and self-determination.	1) Identify social and political situations which impact on the lives of Aboriginal and Torres Strait Islander people. 2) Explore the impact of colonisation on Aboriginal people. 3) Examine the perspectives as expressed by Aboriginal groups on contemporary issues.	1) Continuous Assessment 2,700 words 60% 1,2,3 2) Presentation 1,800 words 40% 1,3	
UO First Peoples' Health	4.5	To examine the historical, cultural, political, socioeconomic and environmental influences on the health of Aboriginal and Torres Strait Islander people, families and communities.	The underlying principles of cultural safety in healthcare: health, people, the environment, socio-ecological perspective, relational practice. Contemporary health strategy: health statistics, key policy documents and the influences of historical social, political, cultural, economic and environmental factors on healthcare delivery as it relates to Aboriginal and Torres Strait Islander people and communities.	1) Describe key demographic, cultural and socio-economic factors that underpin the diverse health issues and experiences of Aboriginal and Torres Strait Islander people. 2) Describe the relationship between the history of race relations in Australia and contemporary socioeconomic disadvantage faced by Aboriginal Torres Strait Islander people, particularly in association with changing patterns of epidemiology for Australia's first people. 3) Discuss the cultures of Aboriginal and Torres Strait Islander people with regard to the provision of culturally safe healthcare delivery. 4) Describe the importance of cross-cultural communication in relation to healthcare practice for Aboriginal and Torres Strait Islander people. 5) Discuss contemporary healthcare strategies as they relate to Aboriginal and Torres Strait Islander people and communities and explore barriers and enablers with regard to healthcare delivery. 6) Describe approaches for promoting the social, emotional and physical wellbeing of individuals, families and community groups in association with contemporary health policy and consumer directed care. 7) Demonstrate an understanding of the	1) Essay 2,000 words 40% 1,5 2) Portfolio 2,500 words 60% 1,2,3,4,5,6,7	
UO Research Methods for Public Health	4.5	Develop knowledge and skills for evidence-informed practice, policy and research within the context of public health.	Principles, philosophies and processes which underpin evidence-based practice; quantitative and qualitative research paradigms, methods and methodologies; reliability, validity and rigour in data collection; types of data; statistical concepts such as hypothesis generation, probability, variance, error and tests for determining differences and associations; Using structured frameworks to ask an answerable question, searching of literature, hierarchy of evidence and critical appraisal; Issues to consider for implementation and translation of evidence into practice and policy.	1) Describe the principles, philosophies and processes which underpin evidence-based practice and its importance in public health 2) Explain key principles of quantitative and qualitative research paradigms, designs, methodologies and methods. 3) Apply evidence-based practice principles using established frameworks and tools to commonly encountered public health issues. 4) Evaluate research evidence, derived from relevant public health issues, using established tools. 5) Explain how evidence can be effectively translated into practice and policy for public health.	1) Portfolio 50% 1,2,3,5 2) Assignment 2,500 words 50% 1,2,3,4,5	Introduction to Public Health Practice and Research

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UO Marketing for Health and Wellbeing	4.5	To provide students with an understanding of how government, not-for-profit and commercial organisations can apply marketing and consumer behaviour principles to promote behaviour change for improved health and wellbeing.	Cross-disciplinary approach to addressing social challenges; principles of marketing; social marketing; fundamentals of consumer behaviour; social marketing intervention; formative consumer research; industry practitioner perspective; tools of communication and behaviour influence; behaviour change metrics and evaluation.	1) Describe the basic principles of marketing and consumer behaviour. 2) Identify the situations when these principles can be applied in the context of health. 3) Choose and apply the appropriate strategies and methods for promoting healthy behaviours. 4) Identify and describe a health promotion intervention strategy and evaluate its success.	1) Portfolio 2,000 words 50% 1,2,3,4 2) Report 2,500 words 50% 2,3,4	
UO Evaluation of Public Health Practices	4.5	Enable students to apply evaluation theory and methods to inform policy and program-related decision-making for public and community health.	Definitions of evaluation; rationale for and purpose of evaluation; evaluation models and approaches; community assessment; evaluation planning and design; participatory approaches; stakeholder involvement; accessing, collecting and analysing qualitative and quantitative data; dissemination approaches; ethical issues in evaluation; cultural considerations in evaluation.	1) Assess the evaluation requirements for a range of health services, programs and policies relevant to population health and wellbeing. 2) Compare and contrast public health evaluation frameworks, theories and approaches. 3) Design an evaluation plan relevant to a health service, program or policy through the application of relevant evaluation theory and frameworks. 4) Critically reflect on and assess one's own professional behaviours, learning, and participation in the course, either as an individual or a group member.	1) Portfolio 1,800 words 50% 1,2,3,4 2) Assignment 2,500 words 50% 1,2,3	
UO Health Promotion	4.5	To provide knowledge in health promotion principles, values and approaches for reducing health inequities and promoting population health.	Health promotion principles, values, and major theoretical frameworks; application of theory in health promotion activities and projects; health promotion professional competencies.	1) Demonstrate an understanding of the principles and values of health promotion. 2) Identify health promotion strategies for reducing health inequities and promoting population health. 3) Demonstrate an understanding of the role of theory in health promotion. 4) Understand basics of health promotion evaluation. 5) Critically appraise (health promotion) interventions and evaluations.	1) Assignment 1,500 words 40% 1,2,3 2) Portfolio 60% 1,3,4,5	
UO Sociological Perspectives in Public Health	4.5	Explore sociological perspectives and theories concerning the social and structural processes that can inhibit, maintain and improve public health.	Sociological aspects of health, illness and disability; concepts of justice, equity, paternalism; Paradigms of knowledge; Qualitative research methods; Health issues experienced by specific populations, including (but not confined to) women, men, children, older Australians, migrants/refugees and Aboriginal and Torres Strait Islanders; Politics and power relations; Critical public health ethics.	1) Analyse the sociological underpinnings of health and inequality. 2) Evaluate the role of professional health practice with contemporary western culture. 3) Compare and contrast the concepts of health, illness and disability. 4) Apply sociological perspectives and qualitative research methods to a public health issue. 5) Work cooperatively as a team member to achieve a shared goal. 6) Communicate effectively with audiences using a variety of media.	1) Other (Research Proposal) 2,000 words 50% 1,2,3,4,6 2) Portfolio 2,500 words 50% 1,2,3,4,5	

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UO Health Law, Ethics and Policy	4.5	To introduce students to legal, ethical and policy issues in Australia and internationally.	Duty ethics, legislation, confidentiality, privacy, protection of patients, regulations.	1) Discuss the implication of working in a highly regulated and dynamic environment. 2) Identify legal and ethical principles underpinning the decision making processes in health 3) Discuss the implications of ethical decision making for community health. 4) Describe scope of practice for community health workers. 5) Demonstrate knowledge of community based funding models and explore the challenges related to equitable access to services.	1) Portfolio 50% 1,2,3,4,5 2) Essay 2,000 words 1,3,4	
UO Building Healthy Public Policy	4.5	Explore the policy environment and political landscapes that influence policy making in health, and the use of advocacy, evidence and policy instruments for improving population health.	Policy making structures in the Australian context; levels and roles of governments in Australia; policy, legislation, regulation and governance in relation to health programs and services; power differentials in the development and acceptance of health policies; introduction to advocacy; Health in All Policies approach to improving population health; implementing policy; introduction to health economics and principles of economic evaluation; population health policies and programs; Aboriginal and Torres Strait Islander health policies and programs.	1) Explain how organisational, legislative and regulatory structures and service delivery systems influence population health and wellbeing through policy. 2) Describe the range of factors that influence health policy development and its implementation. 3) Analyse the feasibility of a population level public health policy. 4) Explain the principles of economic evaluation to public health programs, and Aboriginal programs, focusing on the allocation of resources relative to need. 5) Evaluate population health activities with respect to ethical principles including maleficence, beneficence, equity and justice.	1) Presentation 2,000 words 40% 1,2,3 2) Portfolio 500 words 1000 words 1000 words 60% 1,2,3,4,5	
UO Aboriginal Public Health Practice and Research	4.5	Explore contemporary Aboriginal public health practice and research initiatives to improve the health of Aboriginal and Torres Strait Islander people, families and communities, and develop cultural safety for public health practice and research.	Principles of cultural safety and cultural capability; Historical, cultural, political, socioeconomic and environmental determinants; UN Declaration on the Rights of Indigenous Peoples; South Australian Aboriginal Health Research Accord; SAHMRI Aboriginal and Torres Strait Islander Protocols; Closing the Gap; Preventive health and health promotion program planning and design with and for Aboriginal and Torres Strait Islander peoples and communities; Principles of participatory practice and research.	1) Demonstrate understanding of Aboriginal and Torres Strait Islander concepts of health and wellbeing, including the influence of culture, family and connection to country. 2) Describe the role of appropriate communication for culturally safe health practice and research and how this links to health outcomes. 3) Analyse the contemporary role of Aboriginal and Torres Strait Islander health professionals, organisations and communities in delivering culturally safe health care to Aboriginal and Torres Strait Islander clients. 4) Develop strategies for delivering a culturally safe health program or service with respect to individual, cultural and linguistic diversity. 5) Discuss strengths and challenges in delivering health programs and services with respect to the social determinants of health. 6) Analyse and reflect on the limitations of one's own perspectives for delivering culturally safe health services and programs for Aboriginal and Torres Strait Islander clients.	1) Portfolio 2,000 words 50% 1,2,3,5,6 2) Assignment 2,500 words 50% 1,2,3,4,5	Health Promotion

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UO Fundamentals of Disease Control	4.5	To examine the fundamentals of disease prevention and control through the exploration of responses to diseases in the public health context.	Concepts related to the development and spread of disease; examination and appraisal of strategies developed to prevent and control disease; exploration of responses to priority population health conditions and risk factors at the local, national, and international levels; consideration of legislative and regulatory frameworks in disease prevention and control; Ethical, social and legal issues in disease prevention and control.	1) Identify aspects related to the prevention, development, spread, and control of disease. 2) Describe and apply effective intervention strategies for public health emergencies. 3) Describe examples of emergency response measures within the health and emergency services sectors. 4) Identify and apply local, national and international mechanisms (including legislative and regulatory frameworks) for responses to public health emergencies. 5) Discuss the ethical, social and legal issues and implications for population-level disease prevention and control strategies.	1) Report 2,000 words 50% 1,2,3,4,5 2) Portfolio 2,500 words 50% 1,2,3,4,5	
UO Epidemiological Principles and Methods	4.5	Develop an understanding of epidemiological principles and methods.	Descriptive epidemiology; analytical epidemiology; measures of association; epidemiological study design; health data sources; data management; disease risk; causation and bias; descriptive and inferential statistics; data analysis, statistical software use.	1) Discuss the key principles and methods in the discipline of epidemiology. 2) Use basic features of a statistical software package. 3) Synthesise epidemiological data using statistical software to answer a research question. 4) Discuss strengths and limitations of specific epidemiological research designs and methods. 5) Communicate an understanding of epidemiological research principles and methods using appropriate language.	1) Portfolio 2,500 words 50% 1,2,3,4 2) Assignment 2,500 words 50% 1,2,3,4,5	Research Methods for Public Health
UO Project Management for Health and Wellness	4.5	To develop knowledge and skills in core project management concepts and tools, and their application in relation to community development, population health and wellbeing.	Introduction of project management concepts; project scope and scheduling, stakeholder mapping, risk assessment, resource needs and sourcing, evaluation planning.	1) Demonstrate an understanding of the major components of project management and factors impacting on project success. 2) Identify a range of strategies to address challenges and enhance project outcomes. 3) Explain the appropriateness of various project management tools and techniques for use in health and wellbeing contexts. 4) Outline a project, including identifying key stakeholders, goals, resource requirements, time frames, risk assessment and potential evaluation plan.	1) Essay 1,500 words 40% 1,3 2) Plan 3,000 words 60% 1,2,4	Evaluation of Public Health Practices Research Methods for Public Health

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UO Science and Politics of Preventive Health	4.5	Critically appraise, and apply knowledge of, the roles of evidence, politics and advocacy for the effective development and implementation of preventive health activities.	The political system in Australia and political theory; Advocacy theory and practice; Implementation and constituency building; Preventive health and health promotion program planning and design; stakeholder analysis; dimensions of preventive health activities, such as behaviour, biology, socioeconomic and environmental factors and their interactions.	1) Describe the key elements required for the development and implementation of a preventive health activity. 2) Assess the relative merits of alternative preventive health activities. 3) Critically analyse a public health advocacy strategy. 4) Develop an advocacy strategy regarding a population health issue to influence public policy and/or regulations. 5) Critically appraise a health promotion program. 6) Design a population-based preventive health strategy or program for an identified public health issue, with consideration for government, legislative and regulatory structures	1) Portfolio 2,500 words 50% 1,2,3 2) Proposal 2,000 words 50% 1,2,3,4,5,6	Health Promotion
UO Health Practice Project 1	4.5	This two-part capstone course enables students to consolidate their undergraduate study and advance their learning into professional practice through the development of a public/community health project. The course is designed to challenge and extend the student's critical thinking and project management skills by scoping, planning and evaluating a health project that is responding to an authentic community need.	Part one of the two-part capstone course integrates key skills and consolidates knowledge gained from the degree. Students will develop an independent public/community health project plan, based on an identified health need within a community. Students will work through the development process, but will not implement the project. This first part of the capstone course focuses on the initiation and planning stages of the project, including: evidence-based design based on critical review of secondary data, project management skills, ethics and cultural safety.	1) With reference to credible sources, identify an authentic community need and develop a health project proposal for an evidence-based strategy to address this. 2) Promote cultural safety by recognising and respecting cultural identities, beliefs, protocols and practices that meet diverse needs, expectations and rights. 3) Develop an evidence-based project plan. 4) Demonstrate knowledge of the public health sector.	1) Portfolio 5 minutes 1,500 words 30 minutes 60% 1,2,3,4 2) Professional Plan 2,000 words 40% 1,2,3,4	UO Project Management for Health and Wellness
UO Professional Practice in Public Health	4.5	To enable students to effectively transition to the workforce with the skills and knowledge required to work as a public health practitioner in roles which seek to prevent ill health and promote health and wellbeing.	Critical self-assessment and reflection on professional strengths and personal skills; core principles of public health practice; cultural safety within health and wellbeing contexts; integration of core program body of knowledge.	1) Formulate goals, objectives and strategies for the development and improvement of public health competencies in line with industry needs. 2) Explore possibilities for employment in public health and wellbeing roles, within and outside the health sector, and develop capabilities for seeking employment in those roles. 3) Critically reflect on oneself as an emerging public health practitioner, including evidencing professional competencies and outlining areas for development. 4) Explain how public health and wellbeing discipline knowledge and practices are applied within a workplace setting.	1) Portfolio 1,500 words 40% 1,2,3,4 2) Report 3,000 words 60% 1,2,3,4,	UO Health Practice Project 1 Successful completion of at least 72 units including the prerequisite course or obtain permission from the Course Coordinator.

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UO Health Practice Project 2	4.5	This course enables students to consolidate their undergraduate study and advance their learning into professional practice through the development of a public/community health project. The course is designed to challenge and extend the student’s critical thinking and project management skills by scoping, planning and evaluating a health project that is responding to an authentic community need.	Students will develop an independent public/community health project based on an identified health need within a community. Students will work through the development process, but will not implement the project. The course focuses on the implementation, evaluation and closing stages of the project, including: evidence-based design based on critical review of secondary data, project management skills, ethics and cultural safety.	1) Create an appropriate and evidence-based program implementation plan. 2) Develop a relevant and evidence-based communication plan. 3) Develop an appropriate and rigorous evaluation plan. 4) Demonstrate knowledge of leadership skills including project closure protocols and professional capabilities.	1) Professional Plan 1,800 words 40% 1,2,3,4 2) Portfolio 800 words 1400 words 30 minutes 60% 1,2,3,4	UO Health Practice Project 1