

# HLT205 Health Research and Evidence

School: School of Health - Public Health

2026 | Trimester 1

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 [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

You will develop essential skills for evidence-based practice for contemporary health profession contexts. You will explore research approaches used to inform evidence based practice that adheres to ethical and cultural considerations. Activities include creating health profession related research questions, and sourcing, appraising, and synthesising the evidence.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 2 hours of independent structured learning materials	2hrs	Week 1	12 times
<b>Tutorial/Workshop 1</b> – 2 hour workshop	2hrs	Week 1	12 times

### 1.3. Course Topics

Understanding research (basic terminology, typologies, structure of research papers, research questions)

The importance of evidence-based practice (EBP) for health professionals (clinicians and non-clinicians)

Evidence (levels of evidence and their use, roadmaps to EBP)

Literature (types, searching, reviewing, evaluating, appraising, summarising and synthesising)

Cultural and ethical considerations for research

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 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 and explain evidence-based practice and how to use it in practice settings.	Empowered Ethical Communication	B.8, 4.1, 6.3
2 Apply quality research skills to source and appraise evidence to inform practice.	Creative and critical thinker Ethical	B.8, 4.1, 6.3, 9.4
3 Apply quality research skills to synthesise evidence to inform practice.	Creative and critical thinker Ethical Problem solving	B.8, 4.1, 6.3

#### \* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
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
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

Not applicable

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

NUR131

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

First year university information literacy skills and basic mathematical skills are assumed.

##### 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

Within the first 4 weeks, there will be opportunities for feedback to be provided on the Search Strategy component of Task 1.

### 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	Report	Individual	25%	Search strategy plus 300 word justification	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	40%	100 minutes	Week 8	Online Assignment Submission with plagiarism check and in class
All	3	Report	Individual	35%	1000 words plus appendices	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Search strategy

<b>GOAL:</b>	To apply skills of evidence-based practice to design a systematic search strategy and locate sources.																
<b>PRODUCT:</b>	Report																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	You will design a systematic search strategy to locate evidence on a topic relevant to your discipline. You will be able to choose a discipline specific topic from a provided list of topics. You will implement the search strategy to select empirical research articles on your topic. You will briefly justify your selection of empirical research articles. Additional information to support you with this task will be provided online.																
<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>Integration of appropriate evidence</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Comprehensiveness of the search strategy</td> <td>1 2</td> </tr> <tr> <td>3</td> <td>Quality of communication including referencing</td> <td>2</td> </tr> <tr> <td>4</td> <td>Appropriateness of selected empirical evidence</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Integration of appropriate evidence	1 2	2	Comprehensiveness of the search strategy	1 2	3	Quality of communication including referencing	2	4	Appropriateness of selected empirical evidence	2	
No.		Learning Outcome assessed															
1	Integration of appropriate evidence	1 2															
2	Comprehensiveness of the search strategy	1 2															
3	Quality of communication including referencing	2															
4	Appropriateness of selected empirical evidence	2															
<b>GENERIC SKILLS:</b>	Communication, Organisation, Applying technologies																

### All - Assessment Task 2: In-class critical appraisal of evidence and application

<b>GOAL:</b>	The purpose of this task is to critically appraise the quality of empirical research and apply findings to evidence-based practice in your profession.	
<b>PRODUCT:</b>	Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	You will apply research skills required to critically appraise the quality and ethical considerations of empirical research related to your discipline and apply the findings to evidence-based practice in your discipline in an in-workshop assessment. You will have 100 minutes to complete the assessment in the workshop.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Appropriateness of use of critical appraisal tools to appraise evidence
		1 2
	2	Quality of scholarly communication including referencing
		1
	3	Application of research skills to evidence-based professional practice scenario
		1
	4	Quality of the critical appraisal of the empirical research
		2
<b>GENERIC SKILLS:</b>	Communication, Organisation, Information literacy	

### All - Assessment Task 3: Evidence review report

<b>GOAL:</b>	The purpose of this task to synthesise evidence related to your discipline, identify a gap in the research and formulate a research question to address that gap.	
<b>PRODUCT:</b>	Report	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	You will apply research skills required to critically synthesise evidence related to your discipline. More details will be available online.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Quality of scholarly communication including referencing and appropriate integration of evidence
		3
	2	Quality of the synthesis of the empirical literature
		2
	3	Comprehensiveness of synthesis method, including appropriate integration of evidence
		2
	4	Application of findings of synthesis
		1
<b>GENERIC SKILLS:</b>	Problem solving, Organisation	

#### 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	Report	Search strategy	4.1	Taught, Practiced, Assessed
			4.2	Taught, Practiced, Assessed
			5.4	Taught, Practiced, Assessed
			6.3	Taught, Practiced, Assessed
	Written Piece	In-class critical appraisal of evidence and application	9.4	Taught, Practiced, Assessed
			A.8	Taught, Practiced, Assessed
			A.11	Taught, Practiced, Assessed
			B.8	Taught, Practiced, Assessed
<b>2020 AUSTRALIAN OCCUPATIONAL THERAPY COMPETENCY STANDARDS</b>				
All delivery modes	Report	Search strategy	2.1	Taught, Practiced, Assessed
			2.9	Taught
		Evidence review report	2.3	Taught, Practiced, Assessed
			2.9	Taught
	Written Piece	In-class critical appraisal of evidence and application	2.1	Taught, Practiced, Assessed
			2.3	Taught, Practiced, Assessed
<b>PHYSIOTHERAPY PRACTICE THRESHOLDS IN AUSTRALIA AND AOTEAROA NEW ZEALAND</b>				
All delivery modes	Report	Search strategy	4.1	Taught
			4.3	Taught, Practiced, Assessed
		Evidence review report	4.3	Taught, Practiced, Assessed
	Written Piece	In-class critical appraisal of evidence and application	4.3	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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Trisha M. Greenhalgh, John Bidewell, Elaine Crisp, Amanda Lambros, Jane Warland	2020	Understanding Research Methods for Evidence-Based Practice in Health, 2nd Edition	2nd	John Wiley & Sons

### 8.2. Specific requirements

Students should access Canvas for all course requirements. Queries regarding assessment will be addressed in Canvas discussions rather than by email. Other issues can be discussed with your Course Coordinator via appointment during designated contact hours as specified on Canvas.

## 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](#)