

HLT205 Health Research and Evidence

School: School of Health - Public Health

2024 | Semester 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 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

You will develop essential skills for evidence-based practice for contemporary health care. You will explore a range of research approaches used to create the evidence required to support safe and effective practice, and critique the strengths and limitations of existing research. Activities include creating practice-based research questions, finding and comprehending relevant data, and using data to appraise current practice. You will learn about research methods, bias, sampling and inference, and the importance of ethics and interdisciplinary collaboration to design practice-based research.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 2 hours of independent structured learning materials	2hrs	Week 1	13 times
Tutorial/Workshop 1 – 2 hour workshop	2hrs	Week 1	13 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

Survey design and critique for primary data collection

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.	Creative and critical thinker Ethical	B.8, 4.1, 6.3
2 Apply quality research skills to search and appraise sources of information to inform practice.	Creative and critical thinker Ethical	B.8, 4.1, 6.3, 9.4
3 Create evidence-based data collection instruments to inform practice.	Creative and critical thinker Ethical	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.

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	20%	One A4 page plus 300 word justification	Week 5	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	2000 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Report	Individual and Group	30%	2000 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Search strategy for a literature review

GOAL:	To apply skills of evidence-based practice to design a systematic search strategy and locate sources.	
PRODUCT:	Report	
FORMAT:	You will design a systematic search strategy to locate empirical research 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 on Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Explanation of evidence-based practice 1 2
	2	Development of an appropriate search strategy based on an aspect of your discipline 1 2
	3	Effective communication that uses correct spelling, grammar and referencing 1

All - Assessment Task 2: Evidence summary report

GOAL:	The purpose of this task is to develop an evidence summary and critically appraise empirical research.	
PRODUCT:	Written Piece	
FORMAT:	Based on your search strategy from assessment Task 1, you will apply research skills required for conducting literature reviews in your discipline to develop an evidence summary that critically appraises two empirical research articles on an aspect of your discipline, reports on the quality of the articles, and synthesises the literature on an aspect of your discipline. Based on your findings, you will identify a gap in the research and formulate an answerable research question to address that gap.	
CRITERIA:	No.	Learning Outcome assessed
	1	Critical appraisal and evaluation of academic research literature 1 2
	2	Synthesis of relevant and credible literature to develop a coherent review that leads to the identification of a logical gap in the literature. 1 2
	3	Effective communication that uses correct spelling grammar and referencing. 1
	4	Formulation of an appropriate research question that follows logically to address the identified gap in the literature 1 2 3

All - Assessment Task 3: Survey design

GOAL:	To develop skills in formulating quality surveys to collect primary quantitative and qualitative data, and to respond to pilot feedback based on good survey design principles in a collaborative context.		
PRODUCT:	Report		
FORMAT:	You will design a small mixed data survey to address the research question formulated in Task 2. You will pilot test your draft survey with a group of your peers who will work collaboratively to critique your survey based on principles of effective survey design (available on Canvas). You will integrate this feedback to modify your survey and submit your survey with a written critical reflection online one week after you obtain feedback. Additional information to support you with this task will be provided on Canvas.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Application of principles of evidenced-based, quality questionnaire design to devise a suitable mixed data survey to address an answerable research question	1 2 3
	2	Critique, adaptation and modification of a survey based on feedback	1 3
	3	Critical reflection on the feedback process and discuss outcome for survey development	1 3
	4	Effective communication that uses appropriate spelling, grammar and referencing.	1 3
	5	Effective collaboration	3

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

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%
- b. The course is graded using the Standard Grading scale
- c. You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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