

PUB600

Public Health Research and Evidence

School: School of Health - Public Health

2026 | Session 5

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 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

Evidence-based practice and research knowledge and skills are essential professional competencies required to undertake effective and sustainable public health action. In this foundation course, you will develop specialised knowledge and academic skills to source, appraise and synthesise evidence for public health practice. You will explore the types and range of research approaches and designs used to create the evidence required for ethical, culturally safe, and effective public health action.

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 drop in consultation session	6hrs	Week 1	8 times

1.3. Course Topics

- Introduction to evidence-based practice and research in public health
- Search strategies for locating public health evidence
- Principles of ethical public health evidence
- Principles of quality public health evidence
- Appraising public health evidence
- Synthesising public health evidence
- Conducting primary public health research

2. What level is this course?

600 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 Apply evidence-based research knowledge and skills to inform public health practice.	Knowledgeable	B.8, 6.3, 9.5
2 Source, appraise, synthesise and report empirical evidence for public health and wellbeing topics.	Creative and critical thinker Ethical	B.8, 6.2, 6.3, 6.4, 9.5
3 Design evidence-based primary data collection instruments that meet ethical and quality requirements.	Empowered Ethical	B.8, 4.1, 6.2, 6.4, 9.5

* 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
6.2	Use a variety of assessment methods including quantitative and qualitative research methods
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
9.5	Contribute to the development and dissemination of health promotion evaluation and research processes

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

Not applicable

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

You will receive feedback on Task 1 within the first two weeks of the Session.

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	Literature Review (or component)	Individual	50%	2-3 page report	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	1500 - 2000 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Literature review search strategy

GOAL:	To demonstrate your knowledge and skills in developing and implementing a systematic search strategy to source and appraise empirical evidence for a public health and wellbeing topic.		
PRODUCT:	Literature Review (or component)		
AUTHORSHIP STATEMENT:			
FORMAT:	In this task you will apply evidence-based research skills to develop a systematic search strategy to source empirical research for a public health and wellbeing topic, and critically appraise evidence on a public health and wellbeing topic. Further details on this task will be available on Canvas. This assignment will be submitted online.		
CRITERIA:	No.		Learning Outcome assessed
	1	Comprehensiveness of search strategy processes and justification, including appropriate integration of evidence	1 2
	2	Appropriateness of selected empirical literature	1 2
	3	Quality of scholarly communication	1
	4	Quality of the critical appraisal of the empirical research, including appropriate integration of evidence	2
GENERIC SKILLS:	Communication, Collaboration, Information literacy		

All - Assessment Task 2: Evidence summary report

GOAL:	To demonstrate your knowledge and skills in producing an evidence summary report for a public health and wellbeing topic.																			
PRODUCT:	Written Piece																			
AUTHORSHIP STATEMENT:																				
FORMAT:	In this task you will apply evidence-based research skills to synthesise and report empirical evidence on your public health and wellbeing topic from Task 1 to produce an evidence summary to inform public health practice. Based on your synthesised findings, you will identify a research gap related to your topic, formulate an appropriate research question to address this gap, and develop a survey instrument to research this gap. In designing the survey instrument you will apply a range of ethical and quality survey design principles and processes. Further details on how to approach this task will be available on Canvas. The submission of this assignment will be online.																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Quality of the synthesis of the empirical literature, including appropriate integration of evidence</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Appropriateness of the research question to address the identified research gap</td> <td>1 2</td> </tr> <tr> <td>3</td> <td>Quality of scholarly communication, including appropriate integration of evidence</td> <td>1</td> </tr> <tr> <td>4</td> <td>Application of evidence-based ethical and quality principles and processes to design a survey instrument, including appropriate integration of evidence</td> <td>1 2 3</td> </tr> <tr> <td>5</td> <td>Technical accuracy of survey instrument</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Quality of the synthesis of the empirical literature, including appropriate integration of evidence	1 2	2	Appropriateness of the research question to address the identified research gap	1 2	3	Quality of scholarly communication, including appropriate integration of evidence	1	4	Application of evidence-based ethical and quality principles and processes to design a survey instrument, including appropriate integration of evidence	1 2 3	5	Technical accuracy of survey instrument	3	
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GENERIC SKILLS:	Communication, Problem solving, 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	Literature Review (or component)	Literature review search strategy	6.3	Taught, Practiced, Assessed
			9.5	Taught, Practiced, Assessed
			B.8	Taught, Practiced, Assessed
	Written Piece	Evidence summary report	6.3	Taught, Practiced, Assessed
			9.4	Taught, Practiced, Assessed
			9.5	Taught, Practiced, Assessed
		B.8	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	Pranee Liamputtong	2021	Research Methods and Evidence-Based Practice	n/a	n/a

8.2. Specific requirements

Not applicable

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](#)