



COURSE OUTLINE

PUB600

Public Health Research and Evidence

School: School of Health and Behavioural Sciences

2022 | Semester 2

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website 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 – 3 hours of structured asynchronous online learning activities and an optional 1-hour online discussion forum	4hrs	Week 1	13 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, B.8, 6, 6.3, 9, 9.5
2 Source, appraise, synthesise and report empirical evidence for public health and wellbeing topics.	Creative and critical thinker Ethical	B, B.8, 6, 6.2, 6.3, 6.4, 9, 9.5
3 Design evidence-based primary data collection instruments that meet ethical and quality requirements.	Empowered Ethical	B, B.8, 4, 4.1, 6, 6.2, 6.4, 9, 9.5

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
B	Knowledge Base Underpinning Health Promotion Core Competencies
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
4	Communication
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
6	Assessment
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	Evaluation and Research
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 [USC 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

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 from Task 1 to assist you to develop Task 2.

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	20%	1-2 page report	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	45%	1500 - 2000 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Report	Individual	35%	Up to 1000 words and data collection instrument	Week 13	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 select relevant empirical research for a public health and wellbeing topic.	
PRODUCT:	Literature Review (or component)	
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 from relevant databases. You will then implement the search strategy and select appropriate empirical research articles for your topic. You will provide a justification for the empirical articles you select. Further details on how to approach this task will be available on Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Comprehensiveness of the search strategy
	2	Appropriateness of selected empirical literature
	3	Quality of scholarly communication

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
FORMAT:	In this task you will apply evidence-based research skills to critically appraise, synthesise and report empirical evidence for your public health and wellbeing topic (using at least 7 peer reviewed articles) from Task 1 to produce an evidence summary to inform public health practice. Based on your findings, you will identify a research gap for your topic and formulate an appropriate research question. Further details on how to approach this task will be available on Canvas.

CRITERIA:	No.	Learning Outcome assessed	
	1	Quality of the critical appraisal of the empirical research	1 2
	2	Quality of the synthesis of the empirical literature	1 2
	3	Appropriateness of the research question to address the identified research gap	1 2
	4	Quality of scholarly communication	1

All - Assessment Task 3: Survey design

GOAL:	To demonstrate your knowledge and skills in designing an evidence-based survey instrument that meets relevant ethical and quality principles and processes.		
PRODUCT:	Report		
FORMAT:	<p>In this task you will design a survey instrument to collect primary data related to your research question from Task 2. In designing the survey instrument you will apply a range of ethical and quality survey design principles and processes. This will include pilot testing a de-identified version of the survey instrument and making and justifying relevant amendments based on pilot feedback.</p> <p>Further details on how to approach this task will be available on Canvas. The due date for this task is during the first week of the Exam Period.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Application of evidence-based quality principles and processes to design a survey instrument	1 3
	2	Application of evidence-based ethical principles and processes to design a survey instrument	1 3
	3	Technical accuracy of the survey instrument	1 3
	4	Quality of scholarly communication	1

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. Directed study hours may vary by location. 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	Pranee Liamputtong	2017	Research Methods in Health	(3rd edition)	Oxford University Press, USA

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%
- 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. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC 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:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au