



COURSE OUTLINE

PUB710 Health Research Project B

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

This is a research capstone course designed to consolidate your specialist knowledge and skills in implementing and communicating a significant research project on a health and well-being topic. You will work with the teaching staff to independently conduct your research project and report on the research process, findings and recommendations appropriate for professional practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – 3 hrs of structured asynchronous online learning activities and an optional 1-hour online Zoom drop in session.	4hrs	Week 1	13 times

1.3. Course Topics

- Selecting, constructing and piloting data collection instruments.
- Ethical and quality considerations for data collection and analysis.
- Managing and analysing data.
- Writing a journal article for a professional audience.
- Presenting research to a professional audience.

2. What level is this course?

700 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 Design, implement and communicate an independent research project to address a contemporary health issue.	Creative and critical thinker Empowered	A, B, A.2, A.3, A.6, A.8, B.8, A.11, 1, 1.2, 2, 2.2, 2.3, 2.5, 4, 4.1, 4.2, 4.3, 5, 5.4, 6, 6.1, 6.2, 6.3, 6.5, 6.6, 7, 7.3, 8, 8.2, 9, 9.1, 9.4, 9.5
2 Identify, discuss and address ethical and quality considerations in health research practice.	Creative and critical thinker Ethical	A, B, A.2, A.3, A.6, B.8, A.9, A.11, 1, 1.2, 1.4, 1.5, 2, 2.5, 4, 4.1, 4.3, 5, 5.5, 6, 6.1, 6.2, 6.3, 6.5, 6.6, 7, 7.3, 7.4, 8, 8.2, 9, 9.1
3 Communicate a research issue, process and findings to a professional audience to inform future policy, practice and research.	Engaged Sustainability-focussed	A, B, B.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8, B.8, B.9, A.10, A.11, 1, 1.1, 1.2, 1.4, 1.5, 2, 2.2, 2.3, 2.4, 2.5, 3, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.4, 5.5, 5.6, 6, 6.3, 6.5, 6.6, 6.7, 7, 7.1, 9, 9.4, 9.5

* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
A	Ethical Values Underpinning Health Promotion Core Competencies
B	Knowledge Base Underpinning Health Promotion Core Competencies
B.1	The concepts, principles and ethical values of health promotion as defined by the Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations
A.2	Respect for the rights, dignity, confidentiality and worth of individuals and groups
A.3	Respect for all aspects of diversity including gender, sexual orientation, age, religion, disability, ethnicity, race, and cultural beliefs
A.4	Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalisation
A.5	Addressing the political, economic, social, cultural, environmental, behavioural and biological determinants of health and wellbeing
A.6	Ensuring that health promotion action is beneficial and causes no harm
A.7	Being honest about what health promotion is, and what it can and cannot achieve
A.8	Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
A.9	The empowerment of individuals and groups to build autonomy and self respect as the basis for health promotion action
B.9	The communication processes and current information technology required for effective health promotion action
A.10	Sustainable development and sustainable health promotion action
A.11	Being accountable for the quality of one's own practice and taking responsibility for maintaining and improving knowledge and skills
1	Enable Change
1.1	Work collaboratively across sectors to influence the development of public policies which impact positively on health and reduce health inequities

CODE	COMPETENCY
1.2	Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health
1.4	Facilitate the development of personal skills that will maintain and improve health
1.5	Work in collaboration with key stakeholders to reorient health and other services to promote health and reduce health inequities.
2	Advocate for Health
2.2	Engage with and influence key stakeholders to develop and sustain health promotion action
2.3	Raise awareness of and influence public opinion on health issues
2.4	Advocate across sectors for the development of policies, guidelines and procedures across all sectors which impact positively on health and reduce health inequities
2.5	Facilitate communities and groups to articulate their needs and advocate for the resources and capacities required for health promotion action.
3	Mediate through Partnership
3.2	Facilitate effective partnership working which reflects health promotion values and principles
4	Communication
4.1	Use effective communication skills including written, verbal, nonverbal, and listening skills
4.2	Use information technology and other media to receive and disseminate health promotion information
4.3	Use culturally appropriate communication methods and techniques for specific groups and settings
4.4	Use interpersonal communication and groupwork skills to facilitate individuals, groups, communities and organisations to improve health and reduce health inequities.
5	Leadership
5.4	Incorporate new knowledge to improve practice and respond to emerging challenges in health promotion
5.5	Contribute to mobilising and managing resources for health promotion action
5.6	Contribute to team and organisational learning to advance health promotion action
6	Assessment
6.1	Use participatory methods to engage stakeholders in the assessment process
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
6.5	Identify the health needs, existing assets and resources relevant to health promotion action
6.6	Use culturally and ethically appropriate assessment approaches
6.7	Identify priorities for health promotion action in partnership with stakeholders, based on best available evidence and ethical values.
7	Planning
7.1	Mobilise, support and engage the participation of stakeholders in planning health promotion action
7.3	Develop a feasible action plan within resource constraints and with reference to existing needs and assets
7.4	Develop and communicate appropriate, realistic and measurable goals and objectives for health promotion action
8	Implementation
8.2	Develop, pilot and use appropriate resources and materials
9	Evaluation and Research

CODE	COMPETENCY
9.1	Identify and use appropriate health promotion evaluation tools and research methods
9.4	Use research and evidence-based strategies to inform practice
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

PUB701 and PUB725 and enrolled in Program SC713

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Knowledge about a range of research approaches, and qualitative and quantitative research methods

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

In week three (3) early feedback can be provided on your draft data collection instrument. In week eight (8) early feedback can be provided on your journal article.

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	Written Piece	Individual	25%	Approx. 1000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	3000 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	25%	10 minutes	Week 12	To be Negotiated

All - Assessment Task 1: Data collection instrument and protocol

GOAL:	To demonstrate your skills in designing data collection instruments.
PRODUCT:	Written Piece
FORMAT:	You will develop a data collection instrument to collect data for the research that you proposed in PUB725 Health Research Project A. Your data collection instrument will include: justification for the choice of instrument; description of the instrument design rationale (including theory), data collection process and instrument pilot test; revisions as a result of pilot testing; and final data collection instrument. Further information will be provided online.

CRITERIA:	No.	Learning Outcome assessed
	1	Appropriateness and technical accuracy of the data collection instrument. 1 2 3
	2	Comprehensiveness of justification for data collection instrument elements in relation to the proposed research priority. 1 2
	3	Comprehensiveness of the data collection instrument pilot process. 1 2
	4	Quality of scholarly communication, including referencing. 1 3

All - Assessment Task 2: Journal article

GOAL:	To communicate a synthesis of your research process, findings and recommendations to a hypothetical scholarly audience.	
PRODUCT:	Written Piece	
FORMAT:	The journal article is to adhere to the author guidelines for a relevant scholarly journal. Further information will be provided online.	
CRITERIA:	No.	Learning Outcome assessed
	1	Appropriateness of the research background and design 1 2 3
	2	Accuracy of research findings 1 3
	3	Quality of the discussion of research findings and conclusions 1 2 3
	4	Comprehensiveness of ethical considerations of all aspects of the study design 1 2 3
	5	Quality of scholarly communication, including adherence to journal guidelines for authors 1 2 3

All - Assessment Task 3: Conference presentation

GOAL:	To communicate a synthesis of your research process, findings and recommendations to a hypothetical professional audience.	
PRODUCT:	Oral	
FORMAT:	The conference presentation is to adhere to the submission guidelines for a visual poster presentation for an appropriate discipline conference. The conference presentation is to be accompanied by a 10-minute recorded narration. Further information will be provided online.	
CRITERIA:	No.	Learning Outcome assessed
	1	Comprehensiveness of the synthesis to address all components of the research project 1 3
	2	Quality of written and oral communication to a hypothetical professional audience 1 3
	3	Quality of presentation design and delivery elements 1 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. 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

Students will be required to have a reliable Internet connection, a computer, a microphone headset and a webcam for Technology Enabled Learning and Teaching Activities. External students will be responsible for access to data analysis software.

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

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

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