UniSC

COURSE OUTLINE

PUB725 Health Research Project A

School: School of Health - Public Health

2025 | Session 7

Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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

This is a research capstone course designed to consolidate your specialist knowledge and skills in designing and communicating research on a public health and/or wellbeing priority. You will work with the teaching staff to plan a significant research project, and independently produce a literature review and research proposal. On successful completion of this course, students enrolled in SC713 will go on to conduct and report on their research project process and outcomes in PUB710 Health Research Project B.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – 5 hours of structured online learning materials plus optional 1-hour online consultation session	6hrs	Week 1	8 times

1.3. Course Topics

Identifying a discipline-specific public health and wellbeing priority research topic

A systematic approach to a rapid literature review

Identifying a gap in the literature

Developing a research question

Designing a research proposal to address a research question

Ethical and quality considerations in health and wellbeing related research

Communicating research

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 an independent research project to address a public health and wellbeing priority.	Creative and critical thinker Empowered	B.8
2 Source, assess, critically appraise, and synthesise complex literature and research.	Empowered	A.8, 6.3
3 Apply ethical and quality considerations in designing a research project.	Creative and critical thinker Ethical	B.8, 4.3, 6.2, 9.4

* 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
A.8	Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
4.3	Use culturally appropriate communication methods and techniques for specific groups and settings
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
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

NUR721 or PUB600

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Knowledge of 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) feedback can be provided on your draft literature review question and search strategy for Task1 Literature Review. In week six (6) formative feedback can be provided on your research question and research proposal.

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	60%	2500 words (excluding reference list and appendices such as data extraction table)	Week 5	Online Assignment Submission with plagiarism check
All	2	Artefact - Professional, and Written Piece	Individual	40%	Up to 2000 words (excluding appendices)	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Rapid Literature Review

GOAL:	To source, assess, critically appraise, and synthesise complex literature and research.
PRODUCT:	Literature Review (or component)
FORMAT:	The literature review is for a professional audience/journal and must include: *Abstract, introduction, methods/design (inclusion and exclusion criteria, search strategy, critical review process), results with full summary table, discussion (including research gaps identified) and conclusion *Fifteen scholarly references (excluding literature review methodology references) *Full data extraction table as an appendix. Further details will be made available online.

CRITERIA:	No.		Learning Outcome assessed
	1	Appropriateness and comprehensiveness of the literature review search process.	2
	2	Quality and relevance of literature included in the review	1 2
	3	Quality of the critical appraisal of the scholarly literature reviewed	2
	4	Comprehensiveness of the synthesis of the body of knowledge relevant to the literature review question	1 2
	5	Critical insight into knowledge gaps identified	2
	6	Quality of scholarly communication, including referencing	2

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2: Research proposal

GOAL:	To develop an appropriate and rigorous research design to address a public health and wellbeing research gap, and identify and reconcile ethical and quality considerations.
PRODUCT:	Artefact - Professional, and Written Piece
FORMAT:	The research proposal will include the following sections: *Overview of literature including established research gaps; *Justification for and significance of the research; *Research question/s; *Research design including a description of and justification for your choice of epistemology, theoretical framework, methodology, data collection method(s), data analysis method(s), population/sample, ethical and quality control considerations; *Timeline; *Projected outcomes; *A complete reference list; *Relevant appendices.

CRITERIA:	No.		Learning Outcome assessed
	1	Quality of justification in relation to the need for the research, significance of the research and projected outcomes.	① ③
	2	Appropriateness and accuracy of the proposed research design, including theoretical underpinnings.	① ③
	3	Appropriateness of ethical and quality considerations, and relevant strategies to address them.	① ③
	4	Comprehensiveness and feasibility of activities and timeline proposed for the effective conduct of the research project.	① ③
	5	Quality of scholarly communication	①
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	Artefact - Professional, and Written Piece	Research proposal	4.3	Taught, Practiced, Assessed
			9.4	Taught, Practiced, Assessed
			A.8	Taught, Practiced, Assessed
			B.8	Taught, Assessed
	Literature Review (or component)	Rapid Literature Review	6.2	Taught, Practiced, Assessed
			6.3	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

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	2022	Research Methods and Evidence-Based Practice	Fourth edition	Oxford University Press

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.

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. 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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