



COURSE OUTLINE

PUB725 Health Research Project A

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 designing and communicating research on a health and/or wellbeing topic. 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 – 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

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

A systematic approach to a rapid literature review

Developing a research question

Designing a research process to address a research question

Ethical and quality considerations in health and wellbeing related research

Responding to reviewer feedback

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 contemporary health topic.	Creative and critical thinker Empowered	A, B, A.2, A.3, A.8, B.8, A.9, A.11, 1, 1.2, 1.4, 2, 2.3, 2.5, 4, 4.1, 4.4, 5.4, 5.5, 6, 6.1, 6.2, 6.3, 6.5, 6.6, 7, 7.3, 8.2, 8.3, 9, 9.1, 9.4, 9.5
2 Source, assess, critically appraise, and synthesise complex literature and research.	Empowered	A, A.8, 1, 1.4, 4, 4.1, 4.2, 5, 5.4, 6, 6.3, 8, 8.3, 9, 9.1, 9.4
3 Identify, augment and reconcile ethical and quality considerations in research and data collection practice.	Creative and critical thinker Ethical	A, A.2, A.3, A.6, A.8, A.9, 1, 1.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.4, 6, 6.2, 6.3, 6.6, 8, 8.5, 9, 9.1, 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
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.6	Ensuring that health promotion action is beneficial and causes no harm
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
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
1.2	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
2	Advocate for Health
2.3	Raise awareness of and influence public opinion on health issues
2.5	Facilitate communities and groups to articulate their needs and advocate for the resources and capacities required for health promotion action.
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

CODE	COMPETENCY
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
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
7	Planning
7.3	Develop a feasible action plan within resource constraints and with reference to existing needs and assets
8	Implementation
8.2	Develop, pilot and use appropriate resources and materials
8.3	Manage the resources needed for effective implementation of planned action
8.5	Monitor the quality of the implementation process in relation to agreed goals and objectives for health promotion action.
9	Evaluation and Research
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

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 eight (8) 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	50%	2500 words (excluding reference list and appendices such as data extraction table)	Week 7	Online Assignment Submission with plagiarism check
All	2	Artefact - Professional, and Written Piece	Individual	35%	Up to 2000 words (excluding appendices)	Week 10	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional, and Written Piece	Individual	15%	Completion of template (1000 words)	Week 13	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:	<p>The literature review is for a professional audience/journal and must include:</p> <ul style="list-style-type: none"> *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. <p>Further details will be made available online.</p>																						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Appropriateness and comprehensiveness of the literature review search process.</td> <td>2</td> </tr> <tr> <td>2</td> <td>Quality and relevance of literature included in the review</td> <td>1 2</td> </tr> <tr> <td>3</td> <td>Quality of the critical appraisal of the scholarly literature reviewed</td> <td>2</td> </tr> <tr> <td>4</td> <td>Comprehensiveness of the synthesis of the body of knowledge relevant to the literature review question</td> <td>1 2</td> </tr> <tr> <td>5</td> <td>Critical insight into knowledge gaps identified</td> <td>2</td> </tr> <tr> <td>6</td> <td>Quality of scholarly communication, including referencing</td> <td>2</td> </tr> </tbody> </table>	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	
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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:	<p>The research proposal will include the following sections:</p> <ul style="list-style-type: none"> *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

All - Assessment Task 3: Research proposal review response

GOAL:	To communicate a written response to reviewer feedback of your research proposal.	
PRODUCT:	Artefact - Professional, and Written Piece	
FORMAT:	<p>You will develop a detailed written response outlining the changes that will be made to your proposed research using the feedback provided to you on your Task 2 Research proposal. You will be provided with a template to complete responses and proposed amendments.</p> <p>You will also track change amendments to your Task 2 Research proposal that fully reflect and align with your responses to reviewer feedback.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Appropriateness and sophistication of responses to reviewer feedback on the proposed research. 1 3
	2	Extent of alignment between reviewer responses and amendments to the research proposal. 1 3
	3	Quality of the communication to reviewer feedback and of amendments to research proposal. 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

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:

- 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