



## COURSE OUTLINE

# NUT333 Health Research Design

**Course Coordinator:** Elizabeth Swanepoel (lswanepo@usc.edu.au) **School:** School of Health and Behavioural Sciences

2022 | Semester 1

USC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*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 course aims to prepare you to apply a range of appropriate health research and evaluation methodologies in practice, inclusive of quantitative and qualitative research methods. You will gain an understanding of ethical processes and culturally safe approaches to research. The course provides a foundation for further research pathways.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online materials and readings will be completed as required	1hr	Week 1	10 times
<b>Tutorial/Workshop 1</b> – 3 hour workshop, consisting of a minimum of one hour of in-class group work.	3hrs	Week 1	12 times
<b>Independent Study/Research</b> – You will be required to meet with your mentor 5 times in relation to the topic assigned to Task1 and Task2.	1hr	Throughout teaching period (refer to Format)	5 times

### 1.3. Course Topics

- Introduction to research design
- Reviewing and critiquing the literature
- Writing a literature review
- Developing a research proposal
- Research methodology
- Quantitative and qualitative methods
- Human ethics requirements
- Culturally safe approaches to research
- Research in practice

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Critically and systematically review, analyse, consolidate and synthesise research literature and present in a professional manner.	Knowledgeable Creative and critical thinker
2 Identify current gaps in the existing evidence on a health topic as identified through a literature search, and use this information to inform the development of a research study.	Creative and critical thinker
3 Design a research project applying appropriate research methods, ethical principles and culturally safe approaches to provide a solution to a complex research problem.	Creative and critical thinker Ethical Sustainability-focussed
4 Create a plan to develop a research study in collaboration with a research mentor	Creative and critical thinker Empowered Engaged

## 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

For students enrolled in SC354 or SC406, pre-requisite of NUT205 and SC1110

### 5.2. Co-requisites

For students enrolled in SC406, co-requisite of NUT351

### 5.3. Anti-requisites

ADR401 or RES401 or NUT401

### 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

In week 3 you will submit the draft aim of your literature review, a search strategy for one database, and a data extraction table including data from two relevant primary studies. This submission will include brief feedback from your research mentor. This will form the basis for Task 1: Literature review.

### 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)	Group	35%	4000- 5000 +/- 10% words	Week 7	Online Assignment Submission with plagiarism check
All	2	Written Piece	Group	30%	2000 words	Week 13	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	35%	15 minutes	Exam Period	To be Negotiated

#### All - Assessment Task 1: Literature review

<b>GOAL:</b>	The goal of this assessment is to provide a foundation for your research proposal. You will apply your knowledge of research principles and methods to critically and systematically review, analyse, consolidate and synthesise the literature to demonstrate a broad understanding of your allocated research topic.	
<b>PRODUCT:</b>	Literature Review (or component)	
<b>FORMAT:</b>	You will be assigned a research group, topic and research mentor at the beginning of the course. You will investigate the evidence using a systematic process to search credible research databases and critically review, analyse, consolidate and synthesis the literature to write a coherent well-structured literature review. Your group will submit a 4000-5000 word literature review (summative), of which you as an individual will contribute 1000-1250 words. You will present the literature review using the relevant research papers related to your research topic with referencing in Vancouver format, double spaced lines. Your literature review will include a title, introduction and background, methods for searching the evidence, results of your systematic search, critique of the evidence (discussion) and conclusion.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Ability to review, analyse, consolidate and synthesise the literature applying a knowledge of research methods and paradigms to existing research <b>1</b>
	2	Critical thinking and judgement in developing understanding of the topic and identifying directions for research <b>1 2</b>
	3	Logical sequence, flow, structure and clarity to writing and presented in an appropriate professional style <b>1</b>

#### All - Assessment Task 2: Research proposal

<b>GOAL:</b>	You will demonstrate your ability to create research aims and objectives that address a gap in the literature on a relevant topic, identify and select appropriate research methods that align with the research aims and objectives, justify research design and apply an ethical process to research and evaluation.
<b>PRODUCT:</b>	Written Piece
<b>FORMAT:</b>	Using your research topic from task 1 you will work in a group to develop and produce a research proposal. You will draw from the evidence in your literature review to provide a rationale for the research design. Your group will meet with your mentor on a regular basis to discuss and seek feedback on your project design.

CRITERIA:	No.	Learning Outcome assessed
	1	Critical reasoning regarding justification for the project based on gaps in the current literature <b>2 3</b>
	2	Definition of research aims and objectives and an understanding and application of research design concepts <b>3</b>
	3	Selection of appropriate methods for collection, analysis and interpretation of qualitative and/or quantitative data <b>2 3 4</b>
	4	An understanding of ethical and culturally safe research principles and procedures that will lead to a viable, achievable and timely research project, and outline of expected outcomes <b>3</b>
	5	Presentation and clarity of communication <b>3</b>

### All - Assessment Task 3: Oral defence

<b>GOAL:</b>	The goal of this assessment is to demonstrate your ability to share research and information to support sound decision making and disseminate research through effective communication. This assessment task enables you to communicate and reflect on the various research tasks you undertook as part of this course.								
<b>PRODUCT:</b>	Oral								
<b>FORMAT:</b>	You will participate in an interactive oral interview. You are expected to answer questions that are based on the research project you have worked on during this course. The interview will be up to 15 minutes in duration.								
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Describes the relevance and outcomes of the research tasks, with self-reflection on individual participation <b>1 3 4</b></td> </tr> <tr> <td>2</td> <td>Demonstrates an understanding of the current evidence, the relationship to the research proposal including the aims and objectives, methodology and methods, expected outcomes and limitations <b>1 3</b></td> </tr> <tr> <td>3</td> <td>Depth of understanding of the research process <b>1</b></td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Describes the relevance and outcomes of the research tasks, with self-reflection on individual participation <b>1 3 4</b>	2	Demonstrates an understanding of the current evidence, the relationship to the research proposal including the aims and objectives, methodology and methods, expected outcomes and limitations <b>1 3</b>	3	Depth of understanding of the research process <b>1</b>
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3	Depth of understanding of the research process <b>1</b>								

## 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
Recommended	Pranee Liamputtong	2017	Research Methods in Health	3rd edition	Oxford University Press, USA
Required	John W. Creswell,J. David Creswell	2018	Research Design	5th Edition.	SAGE Publications, Incorporated

## 8.2. Specific requirements

Selection into the research pathway for SC406 will occur after the completion of this course.

## 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)