

Course Outline

Code: PUB600

Title: Public Health Research and Evidence

School: Health & Sport Sciences
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Bridie Kean Email: bkean@usc.edu.au
Course Moderator: Dr Jane Taylor Email: jane.taylor@usc.edu.au

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, use and create evidence for public health policy, practice and research. You will explore the meaning, types and use of evidence in public health practice, and the range of research approaches and designs used to create the evidence required for ethical, culturally appropriate and effective public health action.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
NA	NA

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?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Demonstrate academic knowledge and skills for evidence-based practice and research for public health action	Task 1: Professional poster	Knowledgeable.
Source and appraise various types of public health evidence relevant to a public health topic.	Task 1: Professional poster Task 2: Literature review and critical appraisal	Knowledgeable. Creative and critical thinkers.
Formulate a research question and search strategy to inform action on a public health topic.	Task 2: Literature review and critical appraisal Task 3: Survey design	Creative and critical thinkers.
Develop a culturally appropriate population health research design to address a research question that meets ethical and quality requirements	Task 3: Survey design	Creative and critical thinkers. Ethical.

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 Enrolment restrictions

This course is only available to students enrolled in Program SC713

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

NUR721

5.5 Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

In week 7 feedback will be provided on Literature Review component of Task 2. Please bring a draft copy of this work to the workshop so that teaching staff can review and provide feedback.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Professional poster	Individual	10%	One A4 page or equivalent	Week 4	Online via Blackboard with Plagiarism check.
2	Literature review and critical appraisal	Individual	45%	2000 words	Week 8	Online via Blackboard with Plagiarism check
3	Survey design	Individual	45%	2000 words	Week 13	Online via Blackboard with Plagiarism check
			100%			

Assessment 1: Professional poster

Goal:	To persuade colleagues to adopt evidence-based practice in health promotion
Product:	Professional poster
Format:	You will design a poster appropriate for presentation at The Australian Health Promotion Association annual conference. The purpose of the poster is to educate colleagues about evidence-based practice and persuade them to adopt it as part of their practice. Additional information to support you with this task will be made available on Blackboard.
Criteria:	You will be assessed on your ability to: <ul style="list-style-type: none"> • Explain evidence-based practice • Design, and suitability of, the poster for a professional audience • Justify content and design choices based on suitability for professional audience • Communicate using correct spelling, grammar and referencing

Assessment Task 2: Literature review and critical appraisal

Goal:	To apply skills of evidenced-based practice to design a systematic search strategy, locate sources and critique sources based on principles of trustworthiness, reliability and validity. From this search a gap in the literature will be identified and an answerable research question developed
Product:	Literature review and critical appraisal
Format:	You will conduct a data-base search to review the research literature on a new public health topic in a specific population and briefly summarise what is known about this issue and critique the research design of two of the included articles (one qualitative and one quantitative). Based upon your literature review, you will formulate a research question that addresses a gap in knowledge or evidence about your topic. Additional information to support you with this task will be made available on Blackboard.
Criteria:	You will be assessed on your ability to: <ul style="list-style-type: none"> • Devise and implement a search strategy to locate quality empirical research on an aspect of new public health. • Critically appraise and evaluate published research literature • Synthesise literature to produce a coherent review that leads to a logical gap for further research • Communicate in the language of research.

Assessment Task 3: Survey design

Goal:	To enable you to develop skills in formulating quality surveys to collect primary quantitative and qualitative data, and respond to pilot feedback based on good survey design principles in a collaborative context.
Product:	Survey and critical reflection
Format:	You will design a small mixed data survey to address the research question formulated in Task 2. In Week 12 you will pilot test your draft survey with peers who will work collaboratively to critique your survey based on principles of effective survey design (available on Blackboard). You will integrate this feedback to modify your survey and submit your final survey with a written critical reflection one week after you obtain feedback. Additional information to support you with this task will be made available on Blackboard.
Criteria:	You will be assessed on your ability to: <ul style="list-style-type: none"> • Apply principles of evidenced-based, quality questionnaire design to devise a suitable mixed data survey to address an answerable research question • Critique, adapt and modify a survey based on best practice design principles • Critically reflect on the feedback process and discuss outcome for survey development • Communicate in the language of research

7. What are the course activities?

7.1 Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12-unit course it 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.

Location:	Directed study hours for location:
South Bank	Approximately 12 hours independent study per week including: 1 hour online independent on-line learning x 13 weeks; Workshop – 3 hours per week x 10 weeks
Online	Approximately 12 hours independent study per week. Online learning activities.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Week 1	Introduction to evidence-based public health practice and research
Week 2	Sourcing evidence to inform public health action
Week 3	Ethical and cultural considerations in public health research
Week 4	Defining health problems and searching for evidence
Week 5	Constructing literature reviews and research questions
Week 6	Appraising qualitative research
Week 7	Appraising quantitative and mixed methods research
Week 8	Interpreting data
Week 9	Formulating public health research questions
Week 10	Constructing primary data collection tools
Week 11	Critiquing primary data research
Week 12	Piloting surveys and questionnaires
Week 13	Embedding evidence-based practice into professional practice

Please note course content is subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard 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 as they are required:

Author	Year	Title	Publisher
Stephen Polgar & Shane Thomas	2013	Introduction to research in the health sciences (6 th edition)	Churchill Livingstone

8.2 Specific requirements

Prescribed text

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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.

To minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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 will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - 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