PUB HLTH 7147OL and 4347OL: Health Technology Assessment

For Credit (University of Adelaide)
- Graduate Certificate in Public Health
- Graduate Diploma in Public Health
- Master of Public Health, including MPH(Transl Hlth Sc)
- Master of Health Economics and Policy

For Credit (other Universities)
- Post graduate courses in health policy, health economics and/or public health

For Non-Award Study
- Complete assignments and use grade towards an accredited program of study at a later stage

For Personal Study / Audit
- Professional development - attend course but do not complete assignments
1. **General Information**

**Course:** Health Technology Assessment

**Course codes:** PUB HLTH 7147, PUB HLTH 7147OL  
PUB HLTH 4347, PUB HLTH 4347OL

**Coordinating Unit:** School of Public Health, Faculty of Health Sciences

**Teaching Format:** Two teaching formats are offered for the course –  
(1) a week long on-campus intensive  
(2) a semester-length wholly online course.  
Formats are alternated each year.

2018 – the course is offered online over Semester 1  
2019 – the course is offered in intensive mode in Semester 2, mid-semester break (September)

**Level:** Postgraduate coursework

**Units:** 3

**Pre-requisites:** None

**Co-requisites:** None

**Incompatible:** None

**Assumed Knowledge:** Introductory Epidemiology and Biostatistics or Introductory Health Economics would be beneficial, although not a requirement.

**Course Coordinator:** Professor Tracy Merlin  
tracy.merlin@adelaide.edu.au

**Administration and non-award/audit enrolments:**  
Administration, School of Public Health  
Adelaide Health & Medical Sciences Building  
North Terrace, Adelaide SA 5005  
Tel: +61 8 8313 4131 Fax: +61 8 8313 6885  
sphadmin@adelaide.edu.au
Course Description
This course takes a broad view of the impact of health technologies on population and individual health. Health technologies can include medical procedures, medical devices, diagnostic and investigative technologies, pharmaceuticals and public health interventions. Emphasis is placed on the methods used to assess these health technologies in order to inform government policy, clinical and public health practice. Methods include the systematic review of literature to assess the safety and effectiveness of a technology, as well as economic evaluation to determine whether a technology is cost-effective. Attention is also given to the diffusion of technological innovations within their social, cultural and ethical context; to horizon scanning for new and emerging technologies; and to investment in, and disinvestment from, health technologies.

2. Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Describe and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy

2. Understand the policy framework for HTA in Australia and internationally

3. Undertake basic systematic searching for evidence on a health technology

4. Critically appraise the quality of evidence supporting a health technology

5. Recognise the range of approaches used in HTA to conduct an economic evaluation

6. Recognise the role of ethical analysis and public and patient engagement in HTA

7. Understand the complex issues associated with evaluating diagnostic tests in an HTA

8. Interpret a meta-analysis and apply meta-analytic statistical techniques
### 3. University Graduate Attributes

This course will provide students with an opportunity to develop the Graduate Attributes specified below:

<table>
<thead>
<tr>
<th>UNIVERSITY GRADUATE ATTRIBUTE</th>
<th>COURSE LEARNING OBJECTIVE(S)</th>
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<tbody>
<tr>
<td><strong>Deep discipline knowledge</strong></td>
<td>1-8</td>
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<tr>
<td>• informed and infused by cutting edge research, scaffolded throughout their program of studies</td>
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<td>• acquired from personal interaction with research active educators, from year 1</td>
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<tr>
<td>• accredited or validated against national or international standards (for relevant programs)</td>
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<tr>
<td><strong>Critical thinking and problem solving</strong></td>
<td>1, 3-8</td>
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<tr>
<td>• steeped in research methods and rigor</td>
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<td>• based on empirical evidence and the scientific approach to knowledge development</td>
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<td>• demonstrated through appropriate and relevant assessment</td>
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<tr>
<td><strong>Teamwork and communication skills</strong></td>
<td>1, 4-7</td>
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<tr>
<td>• developed from, with, and via the SGDE</td>
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<td>• honed through assessment and practice throughout the program of studies</td>
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<td>• encouraged and valued in all aspects of learning</td>
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<tr>
<td><strong>Career and leadership readiness</strong></td>
<td>3, 5, 7, 8</td>
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<tr>
<td>• technology savvy</td>
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<td>• professional and, where relevant, fully accredited</td>
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<tr>
<td>• forward thinking and well informed</td>
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<td>• tested and validated by work based experiences</td>
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Intercultural and ethical competency

- adept at operating in other cultures
- comfortable with different nationalities and social contexts
- Able to determine and contribute to desirable social outcomes
- demonstrated by study abroad or with an understanding of indigenous knowledges

Self-awareness and emotional intelligence

- a capacity for self-reflection and a willingness to engage in self-appraisal
- open to objective and constructive feedback from supervisors and peers
- able to negotiate difficult social situations, diffuse conflict and engage positively in purposeful debate

4. Online Mode for 2018

Time Period: Semester 1, February 26 – June 1 2018 (plus submission of assignment during exam period)

Locations: Online only

Restrictions: None

Quota: 40

Contact hours: up to 2 hours per week over 12 weeks (plus time for independent study)

Teaching in Health Technology Assessment begins from the assumption that the participants have extensive professional and personal ideas and experience and that our role as teachers is to harness your knowledge and skills and build on them. We assume that you are willing and able to prepare fully for the virtual classes, to participate in online discussions and to carry your share of the workload.

The course is built around examples of health technology assessment. People learn best when they are able to put developing knowledge and skills into practice. We believe that this is the most effective way of learning and the course has a range of activities to facilitate
this process. In addition, we have key concepts and theoretical issues threaded throughout the course.

This course is taught online. The existing content of the face-to-face HTA short course (delivered since 2010) has been chunked into weekly modules that cover discrete topics. The delivery will generally alternate each week between asynchronous and synchronous learning.

In the weeks containing “asynchronous” learning, a set of pre-readings on the topic are made available online, along with a short narrated “lecture” which draws out the key points, followed by recall tasks, problem solving activities and tasks requiring deeper investigation of the topic.

In the weeks containing “synchronous” learning, a set of pre-readings on the topic are made available online, and a longer “lecture” is delivered in real time from a content expert using virtual classes coordinated through a web-conferencing “Zoom” portal in MyUni, the University’s online teaching platform. This lecture draws out the key points and there is online interaction with the students to stimulate thinking on the topic, followed by group-based or self-directed practical application of the concepts learned during online activities.

This course gives a high priority to interaction between the participant and the academic staff, and amongst participants. It is understood that students may have different learning styles and may come from different cultural backgrounds, but all students are encouraged to participate actively.
5. Teaching Staff

Course Coordinator:
Prof Tracy Merlin
Professor of Health Technology Assessment
Director, Adelaide Health Technology Assessment (AHTA)
Tel: 08 8313 3575  tracy.merlin@adelaide.edu.au

Lecturers:
Dr Drew Carter  drew.carter@adelaide.edu.au
Dr Shuhong Wang  shuhong.wang@adelaide.edu.au
Ms Camille Schubert  camille.schubert@adelaide.edu.au
Dr Jackie Street  jackie.street@adelaide.edu.au

Guest lecturers and tutors:
Ms Jacqueline Parsons
Ms Skye Newton
Ms Judy Morona

6. Communication

Once enrolled in the course please check MyUni (http://www.adelaide.edu.au/myuni/) to find the course and engage with the content at minimum once per week but preferably more frequently in order to facilitate online discussion of activities. Emails will only be sent to your student email address once enrolled, not your personal email address. The course will be available online from February 19 2018 (Orientation week), with the week 1 learning module available from February 26, 2018 and the first virtual class offered in the following week.

A discussion board has been set up for the course on MyUni with two pre-set discussion threads – one for questions concerning the course assessments and one for general queries regarding the course. Please use these discussion threads for any communication that is not of a private nature. All personal queries should be directed to the Course Coordinator.

Additional threads may be set up to pursue discussions or ideas relevant to the course and to student interests. The scheduling of virtual classes will be determined in week 1 of the course after discussion with the class via the discussion boards.
7. Learning Resources

Required Resources
An electronic copy of this Handbook and all course Readings will be available on the University Intranet (MyUni http://www.adelaide.edu.au/myuni/) to which award, non-award and audit students will have access.

Readings have been recommended because the authors have something interesting to say; recommendation does not necessarily imply endorsement by the teaching staff.

Recordings of virtual (Zoom) classes will be made available through MyUni after they have been given.

Recommended Resources
In addition to the online Readings provided to all course participants, the following resources are available:

Preliminary reading
Tailored preliminary reading may be provided to students depending on their prior preparation for this course. Information provided by external students on the course registration form will help guide this determination.

Further reading (in addition to Readings on MyUni)

Books available through the University Library:


Electronic resources:

EuroScan international network  http://www.euroscan.org


Health Technology Assessment International (HTAi) Vortal  http://vortal.htai.org/


International Journal of Technology Assessment in Health Care. [E-journal available through Barr Smith Library Catalogue]

Health Technology Assessment database http://www.crd.york.ac.uk/CRDWeb/

Health Technology Assessment journal series http://www.journalslibrary.nihr.ac.uk/hta

NIHR Health Technology Assessment Programme

Computer laboratories and other computing services
University information on computer laboratories and other computing services is available at: http://www.adelaide.edu.au/technology/yourservices/learning-teaching/

8. Teaching & Learning Activities

WORKLOAD

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

As a general rule in any university course, you will need to allow a minimum of three independent study hours for every hour undertaken in asynchronous or synchronous class contact. This time is needed for such activities as reading for the topic, preparation for class activities and work on assignments.
<table>
<thead>
<tr>
<th>Week 1</th>
<th><strong>Class</strong></th>
<th><strong>Learning Outcome</strong></th>
<th><strong>Bloom’s level of cognition</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Online tools</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>Describe and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Topic:</strong> What is Health Technology Assessment? How is HTA done around the world?</td>
<td><strong>Asynchronous learning</strong></td>
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<td>(objective 1)</td>
<td><strong>Knowledge</strong></td>
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<td><strong>Readings posted online</strong></td>
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<td>Week 2</td>
<td><strong>Understand the policy framework for HTA in Australia and internationally</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Topic:</strong> HTA in Australia</td>
<td><strong>Synchronous learning</strong></td>
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<td>(objective 2)</td>
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<td>Week 3</td>
<td><strong>Describe and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Topic:</strong> HTA Methods: (1) translating the policy question and study selection</td>
<td><strong>Asynchronous learning</strong></td>
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<td><strong>Application</strong></td>
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<td>Class</td>
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|            | inform the development of health policy                                          |                            | o Review modularised lecture content (slideshows)  
|            | (objective 1)                                                                    |                            | o Continue with role play activity  
|            |                                                                                  |                            | o Use clinical pathway to develop the PICO needed to address policy question; decide what articles should be included/excluded that meet the PICO selection criteria (group task in Collaborations/discussion forum) | Online module incorporating resources and tasks.  
|            |                                                                                  |                            | Role play in Discussion Forum  
|            |                                                                                  |                            | Group task in Collaborations/Discussion Forum                                                                                               |                                                 |
| Week 4     | Undertake basic systematic searching for evidence on a health technology          | Knowledge Application     | Topic: HTA Methods: (2) the search for evidence  
|            | (objective 3)                                                                    | Creativity                | • Pre-work: Readings  
|            |                                                                                  |                            | • Activities:  
|            |                                                                                  |                            | o Listen to and participate in online lecture (including demonstration of literature searching)  
|            |                                                                                  |                            | o Practical to work through at home on applying literature searching techniques                                                           | Synchronous learning  
|            |                                                                                  |                            | Readings posted online  
|            |                                                                                  |                            | Virtual class through MyUni (Zoom).  
|            |                                                                                  |                            | Searching practical posted online                                                                                                                                                                      |                                                 |
| Week 5     | Describe and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to | Knowledge Evaluation      | Topic: HTA Methods: (3) data extraction, (4) critical appraisal of primary and secondary research  
|            |                                                                                  |                            | • Pre-work: Readings  
|            |                                                                                  |                            | Asynchronous learning  
|            |                                                                                  |                            | Readings posted online  

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<td>inform the development of health policy (objective 1)</td>
<td></td>
<td>• Activities: o Review modularised lecture content (slideshows) o Critical appraisal of randomised controlled trial o Critical appraisal of systematic review</td>
<td>Review posted answers to Week 4 practical Online module incorporating resources and activities. Send critical appraisals to course coordinator end of week 6</td>
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<td>Critically appraise the quality of evidence supporting a health technology (objective 4)</td>
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<td>Week 6</td>
<td>Describe and critically appraise the conduct of health technology assessment (HTA), in particular the use of systematic literature review and economic modelling, to inform the development of health policy (objective 1)</td>
<td>Knowledge</td>
<td>Topic: HTA Methods: (5) Evidence synthesis - narrative synthesis</td>
<td>Synchronous learning Readings posted online Virtual class through MyUni (Zoom)</td>
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<td>• Pre-work: Readings • Activities: o Listen to and participate in online lecture, discuss answers to critical appraisal activities from week 5, discuss group oral presentation task due week 10</td>
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<td>Week 7</td>
<td>Interpret a meta-analysis and apply meta-analytic statistical techniques (objective 8)</td>
<td>Comprehension</td>
<td>Topic: HTA Methods: (6) Evidence synthesis - meta-analysis, assessing heterogeneity</td>
<td>Asynchronous learning Readings posted online Online module incorporating resources and formative quizzes.</td>
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<tr>
<td>Class</td>
<td>Learning Outcome</td>
<td>Bloom’s level of cognition</td>
<td>Activities</td>
<td>Online tools</td>
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|       |                  |                             | o Answer online formative quizzes on interpreting meta-analyses.  
|       |                  |                             | o Meta-analysis practical to work through using Stata (optional) | Meta-analysis practical posted online so that students can use Stata (if able to access to it) and undertake the analysis. |
| **Week 8** | Understand the complex issues associated with evaluating diagnostic tests in an HTA (objective 7) | Comprehension Application | Topic: HTA of medical tests and investigative procedures  
| | | | • Pre-work: Readings  
| | | | • Pre-work: Youtube video by Patrick Bossuyt (optional)  
| | | | • Activities:  
| | | | o Review modularised lecture content (slideshows)  
| | | | o **Summative Quiz** on interpreting test accuracy (includes calculations)  
| | | | o Practical - critical appraisal of test accuracy studies | Asynchronous learning  
| | | | Readings posted online  
| | | | Youtube video embedded in course  
| | | | Online module incorporating lectures, resources (article), and critical appraisal checklist to fill out when reviewing the article.  
| | | | Online Quiz to assess/interpret test accuracy |
| **Week 9 and Week 10** | Recognise the range of approaches used in HTA to conduct an economic evaluation (objective 5) | Knowledge Application | Week 9 Topic: HTA Methods: (7) Economic evaluation – the basics  
| | | | • Pre-work: Readings  
| | | | • Pre-work: Youtube videos on Health Economics and Building a Simple HealthCare model (strongly recommended)  
| | | | • Activities: | Asynchronous learning  
| | | | Readings posted online  
| | | | Youtube videos embedded in course  
<p>| | | | Online module incorporating resources. |</p>
<table>
<thead>
<tr>
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<th>Activities</th>
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<tbody>
<tr>
<td></td>
<td>Learning Outcome</td>
<td></td>
<td>o Review modularised lecture content (slideshows)</td>
<td>Activities in the Discussion Forum</td>
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<td>o Group discussion in Discussion Forum</td>
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<td>o Practical – interpret cost-effectiveness results</td>
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<td><strong>Week 10 Topic:</strong> HTA Methods: (8) Economic evaluation - interpretation, uncertainty and critical appraisal</td>
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<td>• Pre-work: Readings</td>
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<td>• Activities:</td>
<td>Synchronous learning</td>
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<td></td>
<td>o Listen to and participate in online lecture, discuss answers to practical from week 9</td>
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<td>o Practical - critical appraisal of economic evaluation</td>
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<td></td>
<td>• Give group oral presentation on critical appraisal activity (allocated in Week 6) in virtual class</td>
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<td><strong>Week 11</strong></td>
<td>Recognise the role of ethical analysis and public and patient engagement in HTA</td>
<td>Knowledge Application</td>
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<td><strong>(objective 6)</strong></td>
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<td><strong>Topic:</strong> Ethical considerations in HTA</td>
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<td>• Pre-work: Readings</td>
<td>Synchronous learning</td>
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<td>• Pre-work:</td>
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<td></td>
<td>o Youtube video on rationing and medicine (strongly recommended)</td>
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<td></td>
<td>Readings posted online</td>
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<td>Youtube video embedded online</td>
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<tr>
<td>Week 12</td>
<td><strong>Recognise</strong> the role of ethical analysis and public and patient engagement in HTA (objective 6)</td>
<td>Knowledge Application</td>
<td><strong>Topic:</strong> Involving the community in HTA decision-making</td>
<td>Synchronous learning</td>
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<td></td>
<td>Pre-work: Readings (strongly recommended)</td>
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<td>Pre-work:</td>
<td>Readings posted online</td>
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<tr>
<td></td>
<td>Activity:</td>
<td></td>
<td>o Quiz on community engagement readings.</td>
<td>Quiz on community engagement readings submitted via Turnitin.</td>
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<td>o Listen to and participate in online lecture and review answers to quiz.</td>
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<td>Virtual class through MyUni (Zoom).</td>
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The University of Adelaide
9. Assessment

Students wanting credit for the course (ie award and non-award students) will need to complete all online (asynchronous) learning modules, a group presentation, two quizzes, and a major assessment task during the course.

The University’s policy on Assessment for Coursework Programs is based on the following four principles:
1) assessment must encourage and reinforce learning;
2) assessment must enable robust and fair judgements about student performance;
3) assessment practices must be fair and equitable to students and give them the opportunity to demonstrate what they have learned; and
4) assessment must maintain academic standards
(see: http://www.adelaide.edu.au/policies/700/)

ASSESSMENT SUMMARY

Assessment task 1: Quiz on interpreting diagnostic test accuracy
- Quiz administered online: Week 8 – week beginning April 30, 2018
- Summative
- Weighting: 10% (individual assessment)
- Submission of quiz responses by students
- Quiz answers will be provided immediately
- Learning outcome addressed: 7

Assessment task 2: Online oral presentation of critical appraisal (in small groups)
- Task allocated: Week 6 – week beginning April 16, 2018
- Due date: Week 10 – week beginning May 14; date of online presentation to be scheduled in that week
- Summative
- Weighting: 20% (group assessment)
- Oral presentation and submission of power point slides
- Feedback within 1 week
- Learning outcomes addressed: 1, 4

Assessment task 3: Quiz on pre-readings supporting Community Engagement topic
- Quiz administered online: Week 12 – week beginning May 28, 2018
- Summative
- Weighting: 10% (individual assessment)
- Submission of quiz responses by students
- Feedback within 1 week
• Learning outcome addressed: 6

Assessment task 4: Integrated HTA
• Due date: June 22, 2018
• Summative
• Weighting: 50% (individual assessment)
• Electronic submission of assignment
• Learning outcomes addressed: 1 - 6, 8

Completion of Online Learning modules:
• Completion of all of the asynchronous Learning Modules associated with the course (weeks 1, 3, 5, 7, 8, 9) will contribute 10% towards your overall grade. Evidence of participation will be determined from Discussion Forum activity and submission of formative practicals/quizzes.
• If you do not complete all of the learning modules you will receive zero marks for this assessment component.

ASSESSMENT DETAIL

Quizzes
Each student is to complete two short quizzes online. One quiz will assess individual students’ understanding and interpretation of diagnostic test accuracy measures. The answers to the quiz will be provided following quiz completion so that you receive immediate feedback on your learning. The other online quiz will be open-book and test students’ understanding of the Community Engagement pre-readings available in MyUni. This quiz needs to be submitted via Turnitin and answers will be discussed at the following virtual class.

Oral presentation of critical appraisal
Working in pre-allocated groups of 3 or 4, you are to prepare a 12 minute Powerpoint presentation with up to 8 slides, of a critical appraisal of a published paper (to be allotted to each group in Week 6). The presentation will be made in Week 10. An electronic copy of the presentation will need to be submitted at that time.

The presentation should contain the following elements:
• An introductory slide listing the paper to be discussed and the names of members of the presentation team.
• A summary of the paper and the question it addresses
• The level of evidence and design of the study
• Which tools were used to assist with the critical appraisal
• The critical appraisal itself
• Conclusions regarding the validity of the study’s results

All group members are expected to contribute equally to the presentation. If individuals have not contributed sufficiently they will receive a downgraded individual mark, as opposed to the group mark. Each group member must email the course-coordinator with a breakdown of student contributions within their group to this task.

Integrated HTA
Each student is to submit an evaluation of a health technology from the selected topics listed below. You need to assume that the technology is new and has not yet been publicly funded in Australia. The evaluation should contain the following elements.

• Assessment of the clinical need for this technology in Australia in terms of the mortality and/or morbidity associated with the underlying disease/condition that the technology aims to address. [10%]

• PICO criteria for conducting a systematic review to assess the effectiveness and harm/safety of the health technology. [10%]

• Conduct a PubMed search for randomised controlled trials and systematic reviews based on the PICO criteria developed above. The PubMed search strategy should be submitted, including the number of citations yielded at each line of the search. The results of the search (a snapshot of the first page of citations is sufficient) should also be submitted. The search strategy should have enough detail that it can be replicated. [10%]

• Search for an HTA report on your topic that includes an economic evaluation. Searches should be conducted using Google, the HTA database (accessible through http://www.crd.york.ac.uk or the Cochrane Library), and/or the UK Health Technology Assessment journal. Identify one HTA report on the topic from your search
  o Critically appraise the systematic review component of the HTA using the PRISMA checklist. You should aim to come to a conclusion regarding the quality of the systematic review. [15%]
  o Using a structured approach or checklist, critically appraise the economic evaluation presented in the HTA report. [15%]

• Identify and evaluate the likely applicability, extrapolation and transformation issues associated with applying the evidence identified in the systematic review and/or HTA to an economic model that reflects Australian use of the technology (1/2 page). [10%]

• Apply the ethics framework from Hofman to your topic. [15%]

• Prepare a 3 page policy brief including a conclusion for your policy maker as to whether the health technology should be publicly funded. This should be included as the first section of your submission. [15%]
Topics for integrated HTA

1. Laparoscopic cholecystectomy for people with uncomplicated symptomatic gallstones (biliary pain) or cholecystitis
2. Behavioural interventions to prevent sexually transmitted infections in young people
3. Implantable cardioverter defibrillators for use in people at risk of sudden cardiac death
4. Testing people with early-onset colorectal cancer for Lynch syndrome

SUBMISSION OF ASSIGNMENTS

Assessment tasks 1, 3 and 4 will be submitted online. Assessment task 2 will be submitted at the virtual class.

If for some reason you are unable to upload an assignment to MyUni, please email it to the Course Coordinator. In case we mislay it, you should retain a copy of the assignment submitted.

Extensions

All extensions for assignments must be requested, at the latest, by the last working day before the due date of submission. Extensions will generally be granted only on medical or genuine compassionate grounds. Supporting documentation must be provided at the time a student requests an extension. Without documentation, extensions will not be granted. Late requests for extension will neither be accepted nor acknowledged.

Only the Course Coordinator(s) may grant extensions.

Supporting documentation will be required when requesting an extension. Examples of documents that are acceptable include: a medical certificate that specifies dates of incapacity, a police report (in the case of lost computers, car & household theft etc.), a letter from a Student Counsellor, Education and Welfare Officer (EWO) or Disability Liaison Officer that provides an assessment of compassionate circumstances, or a letter from an independent external counsellor or appropriate professional able to verify the student’s situation. The length of any extension granted will take into account the period and severity of any incapacity or impact on the student. Extensions of more than 10 days will not be granted except in exceptional circumstances.

Late submission

Marks will be deducted when assignments for which no extension has been granted are handed in late.

All assignments, including those handed in late, will be assessed on their merits. In the case of late assignments where no extension has been granted, 5 percentage points of the total
marks possible per day will be deducted. If an assignment that is 2 days late is awarded 65% on its merits, the mark will then be reduced by 10% (5% per day for 2 days) to 55%. If that same assignment is 4 days late, the mark will be reduced by 20% (5% per day for 4 days) to 45%, and so on.

The School of Public Health reserves the right to refuse to accept an assignment that is more than 7 days late.

Assignments submitted after the due date may not be graded in time to be returned on the listed return dates.

Students submitting examinable written work who request (and receive) an extension that takes them beyond the examination period are advised that there is no guarantee that their grades will be processed in time to meet usual University deadlines.

**Resubmission**
If a student is dissatisfied with an assessment grade they should follow the Student Grievance Resolution Process. Students who are not satisfied with a particular assessment result should raise their concerns with Course Coordinator(s) in the first instance. This must be done within 10 business days of the date of notification of the result. Resubmission of any assignment is subject to the agreement of the Course Coordinator(s) and will only be permitted for the most compelling of reasons.

Additional assessment is permitted for students who narrowly fail to achieve a passing grade in the course. Eligibility for this will be determined according to the University's Modified arrangements for coursework Assessment policy.

**Plagiarism**
Plagiarism is a form of academic dishonesty that amounts to theft or fraud. It is the unacknowledged use of the thoughts or writings of another person, as if they are one's own. This may occur as a result of deliberate misuse of another person's work, or through ignorance or inexperience about the correct way to acknowledge other work. Plagiarism includes presenting information or paraphrasing ideas from books, articles, etc. or other students' work, without clear identification of the source through proper use of referencing; and quoting directly from a source, without indicating that it is a direct quote. This is considered an extremely serious matter, which may lead to failure of an assignment, or even suspension from University.

You should read and understand the University’s Academic Honesty Policy, a link to which can be found at http://www.adelaide.edu.au/policies/230/.

Very helpful student guides are available from the University's Writing Centre and these give examples of plagiarism and how to avoid it: http://www.adelaide.edu.au/writingcentre/resources/plagiarism/
Statement of Acknowledgement of Original Work

By submitting any assignment in this course you are agreeing to the following:

*I declare that all material in this assessment is my own work except where there is clear acknowledgement and reference to the work of others.*

*I give permission for my assessment work to be reproduced and submitted to other academic staff for the purposes of assessment and to be copied, submitted and retained in a form suitable for electronic checking of plagiarism.*

**Fraud Awareness**

Students are reminded that in order to maintain the academic integrity of all programs and courses, the University has a zero-tolerance approach to students offering money or significant value goods or services to any staff member who is involved in their teaching or assessment. Students offering lecturers or tutors or professional staff anything more than a small token of appreciation is totally unacceptable, in any circumstances. Staff members are obliged to report all such incidents to their Supervisor/Manager, who will refer them for action under the University's student disciplinary procedures.

**COURSE GRADING**

Grades for your performance when enrolled in 7147 or 7147OL (Masters) will be awarded in accordance with the following scheme:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Description</th>
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<tbody>
<tr>
<td>HD</td>
<td>85-100</td>
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<td>D</td>
<td>75-84</td>
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<tr>
<td>F</td>
<td>1-49</td>
<td>Fail</td>
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<tr>
<td>FNS</td>
<td></td>
<td>Fail No Submission</td>
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<tr>
<td></td>
<td>No work submitted for assessment</td>
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</tbody>
</table>

Grades for your performance when enrolled in 4347 or 4347OL (Honours) will be awarded in accordance with the following scheme:
<table>
<thead>
<tr>
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<tr>
<td>First Class</td>
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<td>Second Class Div A</td>
<td>70-79</td>
</tr>
<tr>
<td>Second Class Div B</td>
<td>60-69</td>
</tr>
<tr>
<td>Third Class</td>
<td>50-59</td>
</tr>
<tr>
<td>Fail</td>
<td>1-49</td>
</tr>
</tbody>
</table>

Further details of the grades/results can be obtained from:

Final results for this course will be made available through Access Adelaide ([https://access.adelaide.edu.au/sa/login.asp](https://access.adelaide.edu.au/sa/login.asp))

### 10. Audit students

*Health Technology Assessment* is open to audit students. Audit enrolment is a type of enrolment where a student can attend a single course but is not enrolled in any Program of study. The student will attend the course for information only and will not be assessed for the course. Audit enrolment cannot be used to gain credit towards future enrolment in an award program, unlike a non-award enrolment.

All course attendees will receive a Certificate of Attendance.

### 11. Student Feedback

The University places a high priority on approaches to learning and teaching that enhance the student experience. Feedback is sought from students in a variety of ways including ongoing engagement with staff, the use of online discussion boards and the use of electronic Student Experience of Learning and Teaching (SELT) surveys as well as CEQ surveys and Program reviews.

eSELTs are an important source of information to inform individual teaching practice, decisions about teaching duties, and course and program curriculum design. They enable the University to assess how effectively its learning environments and teaching practices facilitate student engagement and learning outcomes. Under the current SELT Policy ([http://www.adelaide.edu.au/policies/101/](http://www.adelaide.edu.au/policies/101/)), course SELTs are mandated and must be conducted at least once every 2 years. Feedback on issues raised through course SELT surveys is made available to enrolled students through various resources (e.g. MyUni). SELT surveys are usually sent to award/non-award students electronically via the nominated student email address.
## 12. Student Support

<table>
<thead>
<tr>
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<tr>
<td>International Student Care</td>
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<td><a href="http://www.international.adelaide.edu.au/">http://www.international.adelaide.edu.au/</a></td>
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<tr>
<td></td>
<td>Reasonable Adjustments to Teaching &amp; Assessment for Students with a Disability Policy</td>
<td><a href="http://www.adelaide.edu.au/policies/64">http://www.adelaide.edu.au/policies/64</a></td>
</tr>
</tbody>
</table>
13. Policies & Guidelines

This section contains links to relevant assessment-related policies and guidelines. All University Policies can be obtained from: http://www.adelaide.edu.au/policies

<table>
<thead>
<tr>
<th>Policy</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for Coursework Programs</td>
<td><a href="http://www.adelaide.edu.au/policies/700/">http://www.adelaide.edu.au/policies/700/</a></td>
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<td><a href="http://www.adelaide.edu.au/policies/2643/">http://www.adelaide.edu.au/policies/2643/</a></td>
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<tr>
<td>Modified Arrangements for Coursework Assessment</td>
<td><a href="http://www.adelaide.edu.au/policies/3303/">http://www.adelaide.edu.au/policies/3303/</a></td>
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