



# ALLH14001 *Research Project for Health Professionals 2*

## Term 1 - 2021

Profile information current as at 20/04/2024 09:47 pm

All details in this unit profile for ALLH14001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this capstone research unit, you will complete work initiated in Research Project for Health Professionals 1. You will further your critical thinking and analytical skills through the completion of your research project which will advance your level of knowledge in a specialised area related to health. You will need to evaluate and synthesise your research findings within the context of health literature to identify future opportunities to extend health research. In addition, you will be required to communicate your research findings in a professional manner and identify the clinical relevance of these outcomes to your discipline.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

ALLH14002 Research Project for Health Professionals 1

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2021

- Online
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Poster Sessions**

Weighting: 30%

#### 2. **Research Assignment**

Weighting: 70%

#### 3. **Electronic Focused Interactive Learning (eFIL)**

Weighting: Pass/Fail

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Generate insights and logical conclusions from qualitative and/or quantitative data analysis
2. Critique research and scholarly literature to identify strengths and weaknesses in design and analysis, to identify avenues for future health research
3. Identify and assess the practical and cultural implications of implementation of research outcomes in a health setting
4. Effectively and professionally communicate research findings in a variety of formats and a manner suitable for the intended audience
5. Demonstrate knowledge of fundamental research concepts.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Electronic Focused Interactive Learning (eFIL) - 0%</b>					•
<b>2 - Research Assignment - 70%</b>	•	•	•	•	
<b>3 - Poster Sessions - 30%</b>	•	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Communication</b>	•	•	•	•	•
<b>2 - Problem Solving</b>		•	•		•
<b>3 - Critical Thinking</b>	•	•	•	•	•
<b>4 - Information Literacy</b>	•	•			•
<b>5 - Team Work</b>		•	•	•	
<b>6 - Information Technology Competence</b>	•				•
<b>7 - Cross Cultural Competence</b>	•		•		
<b>8 - Ethical practice</b>	•	•		•	
<b>9 - Social Innovation</b>	•		•		

## Graduate Attributes

## Learning Outcomes

1 2 3 4 5

### 10 - Aboriginal and Torres Strait Islander Cultures

## Alignment of Assessment Tasks to Graduate Attributes

### Assessment Tasks

### Graduate Attributes

1 2 3 4 5 6 7 8 9 10

#### 1 - Electronic Focused Interactive Learning (eFIL) - 0%

•	•	•	•		•					
•	•	•	•		•	•	•	•		
•	•	•		•		•	•	•		

#### 2 - Research Assignment - 70%

#### 3 - Poster Sessions - 30%

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- SPSS
- EndNote (or similar bibliographical software). The use of EndNote (or similar software) to format your references is NOT mandatory but recommended.
- CQUniversity Library Resources

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Barbra Zupan** Unit Coordinator

[b.zupan@cqu.edu.au](mailto:b.zupan@cqu.edu.au)

## Schedule

### Week 1: Statistics (Part 1) - 08 Mar 2021

Module/Topic

Chapter

Events and Submissions/Topic

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Variables
- Measurement
- Data coding
- Descriptive statistics

**FACE-TO-FACE TUTORIAL**

- Review progress to date
- Discuss next steps and research timeline for the term

**Week 2: Statistics (Part 2) - 15 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- t-tests
- ANOVAs
- Correlations
- Non-parametric options

**FACE-TO-FACE TUTORIAL**

- *Research Project*: Coding and transforming data
- *Systematic Review*: Data extraction

**Week 3: Systematic Review (Part 3) - 22 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Assessing quality and risk
- Interrater reliability
- Evaluating your own review

**FACE-TO-FACE TUTORIAL**

- *Research Project*: Coding and transforming data
- *Systematic Review*: Data extraction

**Week 4: Qualitative Data Analysis - 29 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Transcribing qualitative data
- Coding qualitative data
- Analysing and verifying qualitative data

**FACE-TO-FACE TUTORIAL**

- *Research Project*: Understanding your data through descriptive statistics
- *Systematic Review*: Quality and risk assessment

**Week 5: Putting It All Together (Part 1) - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Overcoming writer's block
- Title and abstract
- Revising your introduction
- Writing your methods

**FACE-TO-FACE TUTORIAL**

- *Research Project*: Continue with statistical analyses
- *Systematic Review*: Agreement measures and quality assessment

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6: Reporting Your Results in Tables and Figures - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Creating tables
- Creating figures
- Embedding tables and figures in your paper

**FACE-TO-FACE TUTORIAL**

- *Research Project*: Continue with statistical analyses and interpretation
- *Systematic Review*: Analysing and interpreting results

**Week 7: Putting It All Together (Part 2) - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Writing your results, discussion, and conclusion
- Formatting and referencing
- Tips for poster presentations

**FACE-TO-FACE TUTORIAL**

- *Research Project*: Identifying appropriate tables and figures to present your data
- *Systematic Review*: Identifying strengths and limitations of included studies and of your review
- *Both*: Planning your poster

**Week 8: Research Dissemination - 03 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Research Dissemination
- Knowledge Translation
- Pathways to a Research Career

**FACE-TO-FACE TUTORIAL**

- Progressing your poster
- Identifying how results relate to clinical practice and discussing implementation
- Discuss journal submission process, author guidelines and peer review

**Week 9: Progressing your Poster Presentation - 10 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>FACE-TO-FACE TUTORIAL</b>		
• Finalising your poster and practicing your presentation		
<b>Week 10: Presenting your Research - 17 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>FACE-TO-FACE TUTORIAL</b>		
• You will present your research poster (Assessment 1) during this week's face-to-face tutorial.		
<b>Poster Presentation</b> Due: Week 10 Monday (17 May 2021) 9:00 am AEST		
<b>Week 11: Writing Workshop - 24 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>FACE-TO-FACE TUTORIAL</b>		
• This week's tutorial will be conducted as a writing workshop with your peers. Workshop details will be provided on Moodle.		
<b>Week 12 - 31 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Review/Exam Week - 07 Jun 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Research Paper</b> Due: Review/Exam Week Monday (7 June 2021) 5:00 pm AEST		
<b>eFIL (Interactive Learning Activities)</b> Due: Review/Exam Week Monday (7 June 2021) 8:00 am AEST		
<b>Exam Week - 14 Jun 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Poster Presentation

#### Assessment Type

Poster Sessions

#### Task Description

For this assessment task, you will need to create a research poster using guidelines discussed in class. Your research poster needs to include the same components as a research paper (i.e., Title, introduction, methods, results, discussion, conclusion, references). You will then present and support your poster via an in-class presentation. Your presentation can be a maximum of 5 minutes in length with 5 additional minutes for questions and answers.

This is an individual assessment task. If you have completed your research as part of a group, you need to independently create and present your research poster.

#### Assessment Due Date

Week 10 Monday (17 May 2021) 9:00 am AEST

You need to submit a pdf copy of your poster via Moodle by 9:00 am on Friday of Week 9. Your poster presentation will then take place during the scheduled face-to-face tutorial during Week 10.

#### Return Date to Students

Week 12 Monday (31 May 2021)

You will receive written feedback for your poster presentation by the end of Week 12.

#### Weighting

30%

### Minimum mark or grade

This is a must-pass assessment task. Students need a minimum grade of 50% (15/30) to pass this assessment task.

### Assessment Criteria

This is a **must-pass** assessment task. In order to pass, you must obtain a minimum grade of 50% (15/30) on this task. It is important that you refer to this rubric and the detailed marking criteria outlined within each section of the rubric when you are completing the assessment task.

Section 1 assesses your ability to demonstrate understanding of the topic and project in your own words, your discussion of ethical and cultural considerations as appropriate and clinical application of your research. General oral presentation skills are also graded within this criterion. Section 1 is marked out of 30. That mark is then converted to a grade out of 15, which is the weighting of Section 1 toward your total grade on this assessment task.

Section 2 assesses the poster content, organisation and design including the accuracy and clarity of the content presented, the flow, design and visual appeal of your poster, and adherence to APA and copyright guidelines. Section 2 is marked out of 25. That mark is then converted to a grade out of 15, which is the weighting of Section 2 toward your total grade on this assessment task.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Offline Online

### Submission Instructions

You need to submit a pdf copy of your poster via Moodle (Week 9). You will then complete a live presentation during your face-to-face tutorial in Week 10.

### Learning Outcomes Assessed

- Generate insights and logical conclusions from qualitative and/or quantitative data analysis
- Critique research and scholarly literature to identify strengths and weaknesses in design and analysis, to identify avenues for future health research
- Identify and assess the practical and cultural implications of implementation of research outcomes in a health setting
- Effectively and professionally communicate research findings in a variety of formats and a manner suitable for the intended audience

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 2 Research Paper

### Assessment Type

Research Assignment

### Task Description

This is a **must-pass** assessment task. You must receive a minimum grade of 50% (35/70) to pass this task. Each student must submit a full manuscript formatted according to APA guidelines.

If you are completing your research with a partner, you may jointly write your methods and results. In cases where each group member has framed their manuscript around a separate research question, you can write your Results individually and report only the data relevant to your question.

Your abstract, introduction, discussion and conclusion must be written independently. That is, you will need to independently implement feedback from last term to revise your introduction, and to critically appraise your results to write your discussion and conclusion. It is expected that your introduction, discussion, and conclusion demonstrate independent thoughts and ideas.

Your research manuscript cannot exceed 5000 words. This includes in-text citations but not references listed on your reference page. NOTE: There are no marks specifically allocated to word limit in the rubric. The assessor will only review and grade the portion of your document that meets this guideline. That is, the assessor will not review or grade any content beyond the first 5000 words.



## Assessment Due Date

Review/Exam Week Monday (7 June 2021) 5:00 pm AEST

Submit via Moodle

## Return Date to Students

Exam Week Friday (18 June 2021)

Feedback will be provided via Moodle

## Weighting

70%

## Minimum mark or grade

This is a must-pass assessment task. Students need a minimum grade of 50% (35/70) to pass this assessment task.

## Assessment Criteria

Your overall paper **cannot exceed 5000 words**. This includes in-text citations but not references listed on your reference page. NOTE: There are no marks specifically allocated to word limit in the rubric. The assessor will only review and grade the portion of your document that meets this guideline. That is, the assessor will not review or grade any content beyond the first 5000 words.

Students are **required to paraphrase information from sources** rather than include direct quotations. Paraphrasing ensures the content is well integrated into the context of the text and provides students better opportunity to explain the significance of the information to their paper. If direct quotes are used, that information will not be considered in the grading of the work.

This is a **must-pass assessment** task. In order to pass, you must obtain a minimum grade of 50% (i.e., minimum mark of 35/70). It is important that you access the task instructions and rubric on Moodle and carefully review the detailed marking criteria when completing this assessment task. There are five sections to the rubric:

Section 1 is based on your title, abstract and introduction which are to be written independently. It includes your ability to appraise and integrate evidence to justify your research questions and also your implementation of feedback from the previous term. Section 1 is marked out of 20. That mark is then converted to a grade out of 10, which is the weighting of Section 1 toward your total grade on this assessment task.

Section 2 is based on your description of your research design and all relevant aspects of your research methods. If you are working in a group, this section can be jointly written (and thus graded as a group). Section 2 is marked out of 20. That mark is then converted to a grade out of 15, which is the weighting of Section 2 toward your total grade on this assessment task.

Section 3 is based on your analysis, interpretation, and synthesis of results. If you are working in a group, this section may be individually or jointly written depending on the focus of your research question(s). Section 3 is marked out of 15, which is also the weighting of Section 3 toward your total grade on this assessment task.

Section 4 includes your discussion and conclusion which should discuss your results in relation to your research question/hypothesis as well as the literature. This section of your paper should also address strengths and limitations, potential future research and provide a clear 'take-home' message. Section 4 must be individually written and is marked out of 25. That mark is then converted to a grade out of 15, which is the weighting of Section 4 toward your total grade on this assessment task.

Section 5 focuses on academic writing style and conventions and use of APA referencing and formatting.. Section 5 is marked out of 35. That mark is then converted to a grade out of 15, which is the weighting of Section 2 toward your total grade on this assessment task.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Each student is to submit their full research paper via Moodle by 5:00PM Monday of Review/Exam Week

## Learning Outcomes Assessed

- Generate insights and logical conclusions from qualitative and/or quantitative data analysis
- Critique research and scholarly literature to identify strengths and weaknesses in design and analysis, to identify avenues for future health research
- Identify and assess the practical and cultural implications of implementation of research outcomes in a health setting
- Effectively and professionally communicate research findings in a variety of formats and a manner suitable for the intended audience

## Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

### 3 eFIL (Interactive Learning Activities)

#### Assessment Type

Electronic Focused Interactive Learning (eFIL)

#### Task Description

As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as eFIL. eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to):

- Recorded lectures.
- H5P interactive learning activities.
- Discussion forums.
- Tasks set by your lecturer requiring you to email or upload content including work samples or videos.
- Surveys.
- Formative (i.e., non-graded) Moodle Quizzes.

#### Assessment Due Date

Review/Exam Week Monday (7 June 2021) 8:00 am AEST

It is recommended that you complete activities on a weekly basis, but the lecturer will grade this task for completion on Monday, 7 June 2021.

#### Return Date to Students

Some online activities provide immediate feedback. For other eFIL activities (e.g., discussion forums), you will be provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 11:59pm on Sunday of the week the activity was set. For example, if an activity is set for Week 3, the activity needs to be completed by Sunday 11:59pm of Week 3 in order for you to receive feedback.

#### Weighting

Pass/Fail

#### Minimum mark or grade

The student must complete 80% of all eFIL activities and complete each weekly quiz (with a mark of 100% for each) by 8:00 AM on Monday of Review/Exam Week to pass this assessment task.

#### Assessment Criteria

There are two requirements to pass this assessment task:

1. You must complete a **minimum of 80%** of the eFIL activities. An activity will be considered 'complete', when it has met the task requirements set for the individual activity (e.g., completion of an H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum).
2. You must complete 100% of the formative Moodle Quizzes and **must receive a mark of 100% on each quiz**. You may re-attempt each quiz as many times as you need to achieve the minimum grade of 100%. Your Moodle quiz will appear on your Moodle page for each associated week.

You must meet these requirements by 8 am on the 7 June (Monday, Review/Exam Week).

This is a **must pass** assessment task (i.e., you must pass each of these two requirements to pass this assessment task and therefore the unit).

#### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### Submission

Online

#### Submission Instructions

The student must complete 80% of all eFIL activities and complete each weekly quiz (with a mark of 100% for each) by 8:00AM Monday of Review/Exam Week.

#### Learning Outcomes Assessed

- Demonstrate knowledge of fundamental research concepts.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem