



# ALLH14001 Research Project for Health Professionals 2

## Term 2 - 2021

Profile information current as at 04/05/2024 12:58 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 2 - 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](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say

##### Feedback

The lecture and tutorial content was directed toward our assessment tasks which made the writing process easier.

##### Recommendation

It is recommended that the lecture and tutorial content continue to focus on supporting the progression of student research outputs.

#### Feedback from Have Your Say

##### Feedback

The format of the recorded lectorials and layout of the content made it easy to follow and go back to review as needed throughout the term.

##### Recommendation

It is recommended that the recorded lecture content and associated activities follow the same format in future offerings of the unit.

## 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
1 - Communication	•	•	•	•	•
2 - Problem Solving		•	•		•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•			•
5 - Team Work		•	•	•	
6 - Information Technology Competence	•				•
7 - Cross Cultural Competence	•		•		
8 - Ethical practice	•	•		•	
9 - Social Innovation	•		•		
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
- Zoom (both microphone and webcam capability)

## 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

**Thomas Doering** Unit Coordinator

[t.doering@cqu.edu.au](mailto:t.doering@cqu.edu.au)

## Schedule

### Week 1: Statistics (Part 1) - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES</b>		
<ul style="list-style-type: none"><li>• Variables</li><li>• Measurement</li><li>• Data coding</li><li>• Descriptive statistics</li></ul>		
<b>FACE-TO-FACE TUTORIAL</b>		
<ul style="list-style-type: none"><li>• Review progress to date</li><li>• Discuss next steps and research timeline for the term</li></ul>		

### Week 2: Statistics (Part 2) - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES</b>		
<ul style="list-style-type: none"><li>• <i>t</i>-tests</li><li>• ANOVAs</li><li>• Correlations</li><li>• Non-parametric options</li></ul>		
<b>FACE-TO-FACE TUTORIAL</b>		
<ul style="list-style-type: none"><li>• <i>Research Project</i>: Coding and transforming data</li><li>• <i>Systematic Review</i>: Data extraction</li></ul>		

### Week 3: Systematic Review (Part 3) - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES</b>		
<ul style="list-style-type: none"><li>• Assessing quality and risk</li><li>• Interrater reliability</li><li>• Evaluating your own review</li></ul>		
<b>FACE-TO-FACE TUTORIAL</b>		
<ul style="list-style-type: none"><li>• <i>Research Project</i>: Coding and transforming data</li><li>• <i>Systematic Review</i>: Data extraction</li></ul>		

### Week 4: Qualitative Data Analysis - 02 Aug 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) - 09 Aug 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 - 16 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6: Reporting Your Results in Tables and Figures - 23 Aug 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) - 30 Aug 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 - 06 Sep 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 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>FACE-TO-FACE TUTORIAL</b> <ul style="list-style-type: none"><li>• Finalising your poster and practicing your presentation</li></ul>		<b>Poster Presentation</b> Due: Week 9 Friday (17 Sept 2021) 9:00 am AEST

### Week 10: Presenting your Research - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>FACE-TO-FACE TUTORIAL</b> <ul style="list-style-type: none"><li>• You will present your research poster (Assessment 1) during this week's face-to-face tutorial.</li></ul>		

### Week 11: Writing Workshop - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>FACE-TO-FACE TUTORIAL</b> <ul style="list-style-type: none"><li>• This week's tutorial will be conducted as a writing workshop with your peers. Workshop details will be provided on Moodle.</li></ul>		

### Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
No new content		

### Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
No new content		<b>Research Paper</b> Due: Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST <b>Electronic Focused Interactive Learning (eFIL)</b> Due: Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

## Assessment Tasks

### 1 Poster Presentation

#### Assessment Type

Poster Sessions

#### Task Description

For this assessment task, you will create a research poster; your research poster will 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.

Please refer to the ALLH14001 Research Project for Health Professionals 2 Moodle page for additional information, including a detailed task description and marking rubric. It is recommended that you carefully review these instructions and use the rubric as a guide when preparing your poster/presentation.

### **Assessment Due Date**

Week 9 Friday (17 Sept 2021) 9:00 am AEST

A PDF copy of your poster is due Week 9, Friday (17 September 2021), 9:00am AEST. You will then deliver your presentation during your face-to-face tutorial in Week 10, Thursday (23 September 2021), 2:00-4:00pm AEST.

### **Return Date to Students**

You will receive feedback and grades within two weeks of your presentation.

### **Weighting**

30%

### **Minimum mark or grade**

50%

### **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 the rubric and the detailed marking criteria outlined within each section of the task description/rubric when you are completing the assessment task.

You will be assessed on 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
- oral presentation skills
- poster's 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

Please refer to the ALLH14001 Research Project for Health Professionals 2 Moodle page for additional information, including a detailed task description and marking rubric. It is recommended that you carefully review these instructions and use the rubric as a guide when preparing your poster/presentation.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

A single PDF document containing your poster is to be submitted to the ALLH14001 Moodle page by the due date outlined. You will then deliver your presentation during your face-to-face tutorial in Week 10 via Zoom.

### **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**

For this assessment task, you will submit a full manuscript formatted according to APA guidelines.

This is an individual assessment task. 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. Information regarding each section of the manuscript is provided in the detailed task description on Moodle, including which components are to be written independently and which can be written with your group.

Your research manuscript cannot exceed 5000 words. This includes in-text citations but not references listed on your reference page.

Please refer to the ALLH14001 Research Project for Health Professionals 2 Moodle page for additional information, including a detailed task description and marking rubric. It is recommended that you carefully review these instructions and use the rubric as a guide when preparing your manuscript.

**Assessment Due Date**

Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

**Return Date to Students**

You will receive feedback and grades within two weeks of your submission.

**Weighting**

70%

**Assessment Criteria**

This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50% (35/70) on this task. It is important that you refer to the rubric and the detailed marking criteria outlined within each section of the task description/rubric when you are completing the assessment task.

You will be assessed on your ability to:

- appraise and integrate evidence to justify your research questions and also your implementation of feedback from the previous term
- describe of your research design and all relevant aspects of your research methods
- analyse, interpret, and synthesise results
- discuss your data and provide a conclusion, which should discuss your results in relation to your research question/hypothesis as well as the literature
- write in an academic style and abide conventions of APA referencing and formatting

Please refer to the ALLH14001 Research Project for Health Professionals 2 Moodle page for additional information, including a detailed task description and marking rubric. It is recommended that you carefully review these instructions and use the rubric as a guide when preparing your manuscript.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

A single word document (.doc or .docx) is to be submitted to the ALLH14001 Moodle page by the due date outlined.

**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 Electronic Focused Interactive Learning (eFIL)

#### 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 (11 Oct 2021) 9:00 am AEST

It is recommended that you complete activities on a weekly basis, but this task will be graded for completion on Monday, 11 October 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 quiz) by 9:00 am Monday of Review/Exam Week.

#### 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 9:00 am (AEST) on the Monday, 11 October 2021 (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 quiz) by 9:00 am 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