

# ALLH14001 *Research Project for Health Professionals 2*

## Term 1 - 2026

Profile information current as at 11/05/2026 09:48 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 is a prerequisite unit. Students must have successfully completed ALLH14002, to be eligible to enrol in ALLH14001.

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 - 2026

- Online

#### 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%

### 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 Student Feedback

##### Feedback

Students highlighted the value of clearly worded and timely responses to queries regarding research tasks.

##### Recommendation

It is recommended that both teaching staff and research supervisors associated with this unit continue to respond to student communications with clear response and in a timely manner.

#### Feedback from Student Feedback

##### Feedback

Expectations regarding research engagement, delegation of tasks, and group cohesion should be clearly and regularly communicated and monitored.

##### Recommendation

It is recommended that the teaching staff clearly communicate primary research tasks expected throughout the course of the unit and revisit the same communications regularly to monitor group engagement, progress, and cohesion. Teaching staff may also consider communicating with research supervisors to monitor group engagement, progress, and cohesion during supervised research tasks.

## 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

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

- N/A Level
- Introductory Level
- Intermediate Level
- Graduate Level
- Professional Level
- Advanced Level

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Poster Sessions - 30%	•	•	•	•
2 - Research Assignment - 70%	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - First Nations Knowledges				
11 - Aboriginal and Torres Strait Islander Cultures				

## 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)
- CQUniversity Library Resources
- Zoom (for tutorials and assessment recordings)
- Computer/Device with webcam and microphone (for tutorials and assessment recordings)
- CQUniversity Student OneDrive is recommended. OneDrive is available free of charge from CQUniversity via Student Portal IT Services.
- EndNote or similar bibliographic software is recommended. EndNote is available free of charge from CQUniversity via the Library or IT services.
- Access to data analysis software may be required.

## 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

Kristie-Lee Alfrey Unit Coordinator  
[k.alfrey@cqu.edu.au](mailto:k.alfrey@cqu.edu.au)

## Schedule

### Week 1. Data and Descriptive Statistics - 09 Mar 2026

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

- Variables
- Measurement
- Data coding
- Descriptive statistics

#### TUTORIAL

- Unit welcome and overview of assessment tasks
- Review research progress and discuss 'next steps'
- Understanding and managing your research data (for all research designs)

### Week 2. Inferential Statistics - 16 Mar 2026

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

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

TUTORIAL

- Describing your data (for all research designs)
- Deciding on statistical analyses - and the relevant assumption tests
- Project progress check-in

Week 3. Systematic review: Quality assessment and data extraction - 23 Mar 2026

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

TUTORIAL

- Evaluating and extracting your review data
- Analysing/synthesising your review data
- Project progress check-in

Week 4. Qualitative data analysis - 30 Mar 2026

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

TUTORIAL

- Transcribing and checking your qualitative data
- Deciding on the most appropriate qualitative analysis approach
- Project progress check-in

Week 5: Putting it all together (Part 1) - 06 Apr 2026

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

TUTORIAL

- Revising your Introduction based on feedback - what does 'make this stronger' actually mean?
- Structuring a logical and comprehensive Methods section.
- Project progress check-in

Week 6: Reporting your results with tables and figures - 13 Apr 2026

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

TUTORIAL

- What tables and/or figures do you need to consider for your research design?
- Introduction to research poster purpose and design
- Project progress check-in

Break week - 20 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7: Putting it all together (Part 2) - 27 Apr 2026

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

TUTORIAL

- Reporting not interpreting - What do you need in your Results section?
- The 'so what?' - Defining what's important to include in your Discussion section
- Project progress check-in

Week 8: Dissemination, knowledge translation and research pathways - 04 May 2026

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

TUTORIAL

- Digging into your project's limitations and implications
- Why would you consider a Research Higher Degree?
- Finalising your Research Poster
- Project progress check-in

Week 9: Framing your research for dissemination - 11 May 2026

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

- There are no recorded lectorials or online interactive activities this week - Please use this extra time to progress your assessments

Research Poster Due: Week 9 Tuesday (12 May 2026) 9:00 am AEST

TUTORIAL

- Framing your research impact and call to action
- What is the point of disseminating your research?
- Project progress check-in

Week 10: Writing workshop (Part 1) - 18 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
<p>RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES</p> <ul style="list-style-type: none"> <li>• There are no recorded lectorials or online interactive activities this week - Please use this extra time to progress your assessments</li> </ul> <p>TUTORIAL</p> <ul style="list-style-type: none"> <li>• Finalising the content and structure of your research paper - Is your 'research story' clear and comprehensive?</li> <li>• Project progress check-in</li> </ul>		
Week 11: Writing workshop (Part 2) - 25 May 2026		
<p>RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES</p> <ul style="list-style-type: none"> <li>• There are no recorded lectorials or online interactive activities this week - Please use this extra time to progress your assessments</li> </ul> <p>TUTORIAL</p> <ul style="list-style-type: none"> <li>• Finalising the referencing and formatting of your research paper - are you APA compliant?</li> </ul>		
Week 12: Finalising your research paper - 01 Jun 2026		
<p>RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES</p> <ul style="list-style-type: none"> <li>• There are no recorded lectorials or online interactive activities this week - Please use this extra time to progress your assessments</li> </ul> <p>TUTORIAL</p> <ul style="list-style-type: none"> <li>• This tutorial will be conducted as a drop-in session to discuss any questions regarding your current research project and/or interest in future research</li> </ul>		<p>Research Paper Due: Week 12 Tuesday (2 June 2026) 9:00 am AEST</p>
Exam Week - 08 Jun 2026		
<p>Vacation/Exam Week - 15 Jun 2026</p>		

## Term Specific Information

This unit consists of weekly pre-recorded lectorials, online activities, and live (online) tutorials. The weekly pre-recorded lectorials provide fundamental research knowledge, that is then reinforced and put into practice via engagement in the online activities. The weekly live (online) tutorials are designed to expand on the weekly content and allow students an opportunity to discuss ideas relevant to the progression of their own research project. It is expected that students work through the week's pre-recorded lectorials and online activities prior to attending the live (online) tutorial.

## Assessment Tasks

# 1 Research Poster

Assessment Type  
Poster Sessions

## Task Description

For this assessment task, students will create and present a research poster. The research poster is to be created using a single slide PowerPoint (or similar), and should give a clear overview of the student's research project (i.e., title, background, methods, results, conclusion, references). The presentation is to be pre-recorded using Zoom (or similar) and can be a maximum of 5 minutes in length.

This is an individual assessment task - students must independently create and present their research poster.

Level of GenAI use allowed: Level 3: Students may use AI to assist with specific tasks such as drafting text, refining and evaluating their work. Students must critically evaluate and modify any AI-generated content they use.

Students should refer to the ALLH14001 Research Project for Health Professionals 2 Moodle page for additional information, including a detailed task description. It is recommended that students carefully review the instructions and use the rubric as a guide when preparing their Poster Presentation.

## Assessment Due Date

Week 9 Tuesday (12 May 2026) 9:00 am AEST

Students must submit a PDF copy of their poster and their pre-recorded presentation (via Echo360) to Moodle by 9:00 am AEST on Tuesday of Week 9 (12th May 2026).

## Return Date to Students

Week 11 Tuesday (26 May 2026)

Students will receive written feedback within 2 weeks of submitting their Poster Presentation.

## Weighting

30%

## Minimum mark or grade

50%

## Assessment Criteria

This is a must-pass assessment task. In order to pass, students must obtain a minimum grade of 50% on this task.

Students will be assessed on their:

- ability to demonstrate understanding of the topic and project in their own words, their discussion of ethical and cultural considerations as appropriate, and the application of their 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 the poster, and adherence to APA and copyright guidelines.

Students should refer to the ALLH14001 Research Project for Health Professionals 2 Moodle page for additional information, including a detailed marking rubric. It is recommended that students carefully review the instructions and use the rubric as a guide when preparing their Poster Presentation.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Students must submit a PDF copy of their poster and their pre-recorded presentation (via Echo360) to Moodle by 9:00 am AEST on Tuesday of Week 9 (12th May 2026).

## 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

# 2 Research Paper

Assessment Type  
Research Assignment

## Task Description

For this assessment task, students will complete the Research Paper they commenced during ALLH14002 Research Project for Health Professionals 1. The Research Paper should present a detailed description of their research project, including a title page, a structured abstract, an introduction section, a methods section, a results section, a discussion section (including limitations and implications subsections), a conclusion section, and a reference list. The abstract must present no more than 250 words, and the Research Paper must present no more than 5,000 words (includes headers and in-text citations; does not include title page, abstract or reference list; tables and figures are not included in the word count, but must be presented concisely).

This is a mixed assessment task - students must independently write their abstract, introduction\*, discussion and conclusion sections; however, the methods and results sections should be collaboratively written by the student's research group. APA7th referencing and formatting should be implemented independently.

*\*Students are encouraged to use the introduction section they submitted for assessment ALLH14002; however, students must ensure they review the marking feedback provided and independently implement appropriate revisions to strengthen this section.*

Level of GenAI use allowed: Level 3: Students may use AI to assist with specific tasks such as drafting text, refining and evaluating their work. Students must critically evaluate and modify any AI-generated content they use.

Students should refer to the ALLH14001 Research Project for Health Professionals 2 Moodle page for additional information, including a detailed task description. It is recommended that students carefully review the instructions and use the rubric as a guide when preparing their Research Paper.

## Assessment Due Date

Week 12 Tuesday (2 June 2026) 9:00 am AEST

Students must submit their Research Paper as a Word document (.doc or .docx) to Moodle by 9:00 am AEST on Tuesday of Week 12 (2nd June 2026).

## Return Date to Students

Vacation/Exam Week Tuesday (16 June 2026)

Students will receive written feedback within 2 weeks of submitting their Research Paper.

## Weighting

70%

## Minimum mark or grade

50%

## Assessment Criteria

This is a must-pass assessment task. In order to pass, students must obtain a minimum grade of 50% on this task.

Students will be assessed on their ability to:

- appraise and integrate evidence to justify their research questions;
- describe their research design and all relevant aspects of their research methods;
- analyse, interpret, and synthesise results;
- discuss their results and provide a conclusion that relates to their research question/hypothesis;
- write in an academic style and abide conventions of APA referencing and formatting.

The abstract must present no more than 250 words, and the Research Paper must present no more than 5,000 words (includes headers and in-text citations; does not include title page, abstract or reference list; tables and figures are not included in the word count, but must be presented concisely). There are no marks specifically allocated to word limit in the rubric; however, the marker will only review and grade the portion of the document that meets the wordcount guidelines. That is, the marker will not review or grade any content beyond the first 250 words for the abstract and 5,000 words for the Research Paper.

Students should refer to the ALLH14001 Research Project for Health Professionals 2 Moodle page for additional information, including a detailed marking rubric. It is recommended that students carefully review the instructions and use the rubric as a guide when preparing their Research Paper.

## Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

## Submission

Online

## Submission Instructions

Students must submit their Research Paper as a Word document (.doc or .docx) to Moodle by 9:00 am AEST on Tuesday of Week 12 (2nd June 2026).

## 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

## 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