



# ALLH14002 Research Project for Health Professionals 1

## Term 2 - 2021

Profile information current as at 30/04/2024 02:17 am

All details in this unit profile for ALLH14002 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

Research forms the foundation of high quality, evidence-based clinical practice. As a health professional, it is important that you understand how to develop, analyse and use research to facilitate improvement in health outcomes. In this unit, you will develop the knowledge and skills necessary to ethically design a health research project. You will extend your critical thinking and analytical skills through exploration and evaluation of the current health literature to identify a clinically relevant research question. This unit requires you to demonstrate responsibility and accountability for your own learning and work collaboratively with others to develop your research methodology and begin data collection. You will also be required to apply academic conventions to oral and written communication of your research plan. You will finalise your research project in a subsequent term in your capstone research unit - Research Project for Health Professionals 2.

### 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

Students must have successfully completed 96 credit points of study. As part of those 96 credit points, students need to have successfully completed ALLH12006 Evidence Based Practice for Health Professionals.

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. **Presentation**

Weighting: 40%

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

Weighting: 60%

#### 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' survey

##### Feedback

Regular communication through a variety of forums including email and weekly Moodle forum posts allows clear and effective communication and ability to have questions answered promptly.

##### Recommendation

It is recommended that this unit continue to employ a variety of communication strategies to engage with students and allow free-flowing communication.

#### Feedback from Student email

##### Feedback

The eFIL assessment task requirements were somewhat confusing.

##### Recommendation

It is recommended that this unit remove the eFIL assessment task, given the operational issues surrounding the use of H5P activities within assessment.

#### Feedback from Student email

##### Feedback

The collaborative approach to this unit, utilising research staff as specific project mentors, provides a great range of expertise and supports the learning experience.

##### Recommendation

It is recommended that this unit continue to employ research staff as specific project mentors to support the learning experience of students.

## Unit Learning Outcomes

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

1. Appraise and synthesise relevant theory, knowledge and evidence to develop and support a research question relevant to health
2. Design and conduct a research project applying ethical principles relevant to your health discipline and the Australian context
3. Adapt communication to describe and justify your research design in different formats
4. Critically reflect on the relationships between theory, research, and clinical practice
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
1 - Presentation - 40%	•	•	•	•	

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Research Assignment - 60%	•		•	•	
3 - Electronic Focused Interactive Learning (eFIL) - 0%					•

## 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 - Presentation - 40%	•	•	•		•		•	•	•	
2 - Research Assignment - 60%	•		•	•		•		•	•	
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•	•		•				

## 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)
- EndNote or similar bibliographic software is recommended. EndNote is available free of charge from CQUniversity via the Library or IT services.
- 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 - 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>• What is research?</li><li>• Evidence-based practice</li><li>• The research-practice relationship</li><li>• Generating Research Questions</li><li>• Scoping Literature Search</li></ul>		
<b>FACE-TO-FACE TUTORIAL</b>		
<ul style="list-style-type: none"><li>• Exploring your research interests and topic</li><li>• Exploring potential research questions</li><li>• Key words and strategies for your scoping search</li></ul>		

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Types of research questions
- Frameworks for quantitative vs. qualitative research questions
- Systematic database searches
- Tracking your searches

**FACE-TO-FACE TUTORIAL**

- Identifying and writing your research question
- More on database/literature searching

**Week 3 - 26 Jul 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Types of literature reviews
- Steps to conducting a systematic review

**FACE-TO-FACE TUTORIAL**

- Identifying topics/literature needed to begin to build your introduction and support the need for your research

**Week 4 - 02 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- The importance of ethics
- Guidelines for ethical conduct
- Ethics applications at CQUniversity

**FACE-TO-FACE TUTORIAL**

- Research Project: Unpacking ethics applications
- Systematic Review: Review of inclusion/exclusion criteria and using systematic review software

**Week 5 - 09 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Data sources
- Sampling
- Quantitative designs

**FACE-TO-FACE TUTORIAL**

- Research Project: Unpacking your research methodology
- Systematic Review: Screening titles and abstracts

**Vacation Week - 16 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Week 6 - 23 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Approaches to qualitative research
- Sampling
- Collecting data

**FACE-TO-FACE TUTORIAL**

- Research Project: Progressing your research methodology
- Systematic Review: Screening titles and abstracts

**Week 7 - 30 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Structuring your presentation
- Creating presentation slides
- Tips for oral presentations

**FACE-TO-FACE TUTORIAL**

- Identifying key literature and ideas to support your research question
- Drafting your main arguments

**Week 8 - 06 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Collecting your data
- Reviewing full texts
- Data extraction

**FACE-TO-FACE TUTORIAL**

- Building your presentations

**Week 9 - 13 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Critical reading and notetaking
- Writing your introduction
- Tips for academic writing

**Research Presentation** Due: Week 9  
Friday (17 Sept 2021) 5:00 pm AEST

**FACE-TO-FACE TUTORIAL**

- Finalising your presentations
- Workshopping your writing

**Week 10 - 20 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**FACE-TO-FACE TUTORIAL**

- You will present your research (Assessment 1) during this week's face-to-face tutorial.

**Week 11 - 27 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**FACE-TO-FACE TUTORIAL**

- This week's tutorial will be conducted as a writing workshop with your peers. Workshop details will be provided on Moodle.

**Week 12 - 04 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

## Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Introduction for your Research Paper</b> Due: Review/Exam Week Monday (11 Oct 2021) 8:00 am AEST <b>eFIL (Interactive Learning Activities)</b> Due: Review/Exam Week Monday (11 Oct 2021) 8:00 am AEST

## Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

## Term Specific Information

During this unit, you will work individually or in pairs, alongside a research supervisor, to complete a research project or systematic review.

## Assessment Tasks

### 1 Research Presentation

#### Assessment Type

Presentation

#### Task Description

For this assessment task, you will present a research proposal/protocol to your unit coordinator(s), research supervisors, peers and fellow allied health students. Your presentation should include a summary of the background literature on the topic, your research question(s) and justification for conducting your research. You will be expected to discuss the significance of the research to your health discipline, demonstrating consideration of the research-practice relationship (i.e., how might your research outcomes contribute to evidence-based practice? How did current clinical practice inform your selection of the research question and design?). You will need to outline your research design, justify your selection of this design for your particular question, and identify any ethical and/or cultural considerations that relate to your project.

You need to support your oral presentation with the use of Powerpoint or similar (e.g., Prezi), applying presentation tips and guidelines reviewed in class. You are able to briefly refer to notes but are expected to discuss your topic versus read from your notes or a prepared script. Your presentation can be a **maximum of 10 minutes in length with 5 additional minutes for questions and answers**. Your lecturer will provide timing cues and will stop your presentation at 10 minutes. Your peers and lecturers will then have the opportunity to make comments and ask questions about your presentation.

#### Assessment Due Date

Week 9 Friday (17 Sept 2021) 5:00 pm AEST

You need to submit a copy of your presentation slides by 5:00pm on Friday of Week 9. Your presentation will then take place during the face-to-face tutorial in Week 10 (Tuesday, 21 September 2021 between 2:00 and 4:00pm)

#### Return Date to Students

Week 12 Tuesday (5 Oct 2021)

You will receive written feedback for your presentation within 2 weeks of your face-to-face presentation.

#### Weighting

40%

#### Minimum mark or grade

This is a must-pass assessment task. Students need a minimum grade of 50% (20/40) 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% (20/40) on this task. It is important that access the rubric on Moodle. This rubric provides you with detailed marking criteria that will assist you in completing the assessment task.



Section 1 assesses your ability to demonstrate understanding of the topic within the context of existing literature through discussion of the material in your own words, with minimal to no reading. General oral presentation skills are also graded within this criterion. Section 1 is marked out of 25. 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. If you are conducting and thus, presenting, your research in a group, you will receive an individual grade for this section. It is your responsibility when designing your presentation that you ensure that each member is able to individually demonstrate the criteria described in Section 1.

Section 2 assesses the overall accuracy and clarity of the content, the flow and organisation of the presentation (including balance of content across presenters), and format of presentation including choice of visuals and slide design. Section 2 is marked out of 50. That mark is then converted to a grade out of 25, which is the weighting of Section 2 toward your total grade on this assessment task. All members of the group will receive the same grade for this section of the rubric. Note, if you are presenting as part of a research team, you need to ensure the presentation is balanced across presenters and that all group members can demonstrate content knowledge for the topics discussed. That is, you should not individually prepare separate 'parts' and present without collaborating with your team members to ensure shared knowledge.

### **Referencing Style**

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

### **Submission**

Offline Online Group

### **Submission Instructions**

You need to submit a copy of your presentation slides via Moodle by 5:00 Friday of Week 9. If you are presenting in a group, only one member needs to upload a copy of the slides. You will then deliver a live presentation during your face-to-face tutorial in Week 10.

### **Learning Outcomes Assessed**

- Appraise and synthesise relevant theory, knowledge and evidence to develop and support a research question relevant to health
- Design and conduct a research project applying ethical principles relevant to your health discipline and the Australian context
- Adapt communication to describe and justify your research design in different formats
- Critically reflect on the relationships between theory, research, and clinical practice

### **Graduate Attributes**

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

## **2 Introduction for your Research Paper**

### **Assessment Type**

Research Assignment

### **Task Description**

This is an independent and individual assessment task. If you are completing your research with a partner, you will need to independently appraise the literature and write your introduction on your own. While some of the literature included in the background may be the same, it is expected that you will work independently to review, critically appraise, and integrate that literature into a cohesive written assessment. It is also expected that your discussion of that literature demonstrates independent thoughts and ideas.

Your introduction needs to describe your topic, providing context and background regarding what is already known in that area of the field. You will need to use what is known to identify gaps and justify why your project/review is needed. In other words, you need to use existing literature to provide a clear rationale/justification for the research you plan to carry out. Your rationale should also address the significance of your planned project and its potential outcomes. Your introduction must clearly state your research question(s) which should logically flow from the background information you provide. Thus, you are expected to apply information literacy to demonstrate a high level of communication, problem solving, critical thinking and reasoning in this assessment task.

**Assessment Due Date**

Review/Exam Week Monday (11 Oct 2021) 8:00 am AEST

This assessment task needs to be submitted via Moodle.

**Return Date to Students**

Exam Week Friday (22 Oct 2021)

Feedback on this assessment task will be provided via Moodle.

**Weighting**

60%

**Minimum mark or grade**

This is a must-pass assessment task. Students need a minimum grade of 50% (30/60) to pass this assessment task.

**Assessment Criteria**

Your introduction cannot exceed 1200 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 1200 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 30/60). It is important that you access this rubric via Moodle and closely review the detailed marking criteria in each section when you are completing this assessment task. There are two sections to the rubric:

Section 1 is based on your ability to appraise and integrate evidence to justify your research questions. Section 1 is marked out of 35. That mark is then converted to a grade out of 40, which is the weighting of Section 1 toward your total grade on this assessment task.

Section 2 focuses on academic writing style and conventions and use of APA referencing and formatting.. Section 2 is marked out of 35. That mark is then converted to a grade out of 20, 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 must submit their assessment task via Moodle by 8:00am Monday 11 October, 2021.

**Learning Outcomes Assessed**

- Appraise and synthesise relevant theory, knowledge and evidence to develop and support a research question relevant to health
- Adapt communication to describe and justify your research design in different formats
- Critically reflect on the relationships between theory, research, and clinical practice

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology 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 (11 Oct 2021) 8:00 am AEST

It is recommended that you complete activities on a weekly basis, but the unit coordinator will grade this task 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) 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 8am on the 11 October (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

Online via Moodle.

### 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