# CHIR13012 *Research Literacy for Health Professionals*

## Term 2 - 2018

Profile information current as at 12/10/2024 04:10 pm

All details in this unit profile for CHIR13012 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

This unit has been developed for you to begin your journey in the expansive field of research. This unit will introduce you to some fundamental principles of research practice and allow for a greater appreciation of research methodology, critical appraisal and basic statistical analysis. This unit will utilise the principle that 'reading research' should be the first goal of any research course. You will be given research articles to read in preparation for all weekly lectures and offered the opportunity to undertake formative self-assessment utilising the lecture material and the pre-lecture readings. By the end of this unit, you will be equipped to embark on more rigorous research related units and be prepared to undertake the foundations of an Honour's or Master's level research project.

### Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites

Prerequisite: Completion of 96 credit points
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 - 2018

- Brisbane
- Mackay
- Melbourne
- Sydney

### 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. **Portfolio**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

### 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 Online student evaluation

**Feedback**

During Zoom Tutorials, students felt time should be set aside discussing the weekly portfolio tasks

**Recommendation**

In order to give students an opportunity to discuss how their weekly portfolio tasks are progressing, time will be set aside during each online tutorial session (ZOOM) to ask questions specifically related to them.

#### Feedback from Online student evaluation

**Feedback**

Overall unit themes 1. The availability and enthusiasm of the course coordinator 2. The course content, although very comprehensive, increased my understanding of the intricacies of research methodology. 3. Extensive amount of support material

**Recommendation**

The unit coordinator is pleased that students enjoyed the course and will continue to make himself available to support their learning.

#### Feedback from Online student evaluation

**Feedback**

The Moodle page was easy to navigate The work was set out well each week and the amount of content was well spread across each week

**Recommendation**

The unit coordinator is pleased that students found the Moodle page easy to navigate and will continue to focus on improving the student experience and ensuring all unit material continues to be 'fit-for-purpose'

#### Feedback from Online student evaluation

**Feedback**

Timing of assessments was felt by some students to be overly onerous

**Recommendation**

This was a finding by only a small minority of students. The unit co-coordinator will continue to monitor this issue and look at reviewing the timing of assessment to reduce stress on students if this issue continues to affect the broader cohort population

#### Feedback from Online student evaluation

**Feedback**

Unit content and overall integration. Students felt much more confident in embarking on my thesis with these skill sets.

**Recommendation**

The unit coordinator is pleased that students found the material tied in well and improved their confidence in applying newly acquired skills in areas outside of this unit, i.e. masters dissertation. The unit coordinator will continue to provide highly contextualised content is delivered in a way that engages the student in such a demanding topic area

## Unit Learning Outcomes

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

1. Critique the advantages and disadvantages of various research designs used in primary and secondary research
2. Evaluate research using standardised and non-standardised critical appraisal methods
3. Analyse basic research data and provide appropriate summaries for further evaluation
4. Compose a research question in order to develop a collaborative proposal to investigate a selected field of enquiry
5. Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework.

## 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 | 5 |
| 1 - Portfolio - 50% | • | | | • | • |
| 2 - Written Assessment - 50% | | • | • | | • |

### 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 - Portfolio - 50% | • | • | • | • | | | • | • | | |
| 2 - Written Assessment - 50% | • | • | • | • | • | | • | • | | |

## 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 20.0 or greater will be required for data analysis
- MS Excel 2016 will be required for data analysis

## Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Andrew Vitiello** Unit Coordinator
a.vitiello@cqu.edu.au

## Schedule

**Week 1 - 09 Jul 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Welcome & Unit Expectations | | 1. Select your favourite piece of research and discuss 3 reasons why it appeals to you<br>2. Select a research topic that you would like to investigate in more detail. |

**Week 2 - 16 Jul 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| PICO and CA/RoBT | | 1. Come up with a clinical question using PICO, then select 3 papers of a similar methodology and use a CA/RoBT of choice to assess their quality<br>2. 500-word critical discussion on PICO development and the overall CA/RoBT result of the papers chosen |

**Week 3 - 23 Jul 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Language & candour in research | | 1. 500-word critical discussion on how the language from the mass media article changed from its original publication (peer-reviewed journal) to its final mass media destination<br>2. Select 1 media article that cites a scientific paper and track the article back to its original peer-reviewed source |

**Week 4 - 30 Jul 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Sensitivity, Specificity, PPV, NPV & the Nomogram | | 1. Select 1 diagnostic test you have heard of in the MSK/chiropractic arena and find the original paper that investigated its Sensitivity/Specificity. Use a CA/RoBT to assess how confident you are in the paper's methodological strength<br>2. 500-word critical discussion on how the paper scored in the CA/RoBT and what impact that has on your ability to trust the results and the ability of the test to be able to confidently test what it claims |

**Week 5 - 06 Aug 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Randomisation & Blinding | | 1. Select a topic of personal interest and find one article that utilises some form of randomisation, or blinding and a second article that does not.<br>2. 500-word critical discussion on how the paper scored in the CA/RoBT and what impact a lack of adequate randomisation, or blinding, has on your ability to trust the results of the study. What impact may this have on patient care? |

**Vacation Week - 13 Aug 2018**

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

**Week 6 - 20 Aug 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Systematic Reviews & Meta-Analyses | | 1. Select a Cochrane Systematic Review of personal interest and in your own words discuss the conclusions of the review as you understand them. *[In preparation for next week's portfolio requirement select a corresponding professional guideline]*<br>2. 500-word critical discussion on the language used in the recommendations or conclusion section of the review. Rewrite the conclusions and cast them in a more favourable light. How can language play a role in determining health decisions for a patient? |

**Week 7 - 27 Aug 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Professional Guidelines | | 1. Select a professional guideline that deals with the same treatment of the condition covered by last week's systematic review<br>2. 500-word critical discussion on how the conclusions may have differed between the professional guideline and the systematic review? Are there clinical situations where professional guidelines may be more useful than systematic reviews? |

**Week 8 - 03 Sep 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| RCTs & Prospective Cohort Studies | | 1. Select a topic of personal interest and find one RCT that utilises abides by the CONSORT statement<br>2. 500-word critical discussion on how adhering to this statement may influence your confidence in the results of the study. Are there clinical situations where a prospective cohort designed study may be more advantageous than a RCT? |

**Week 9 - 10 Sep 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Basic Data analysis using SPSS and MS Excel | | 1. Use the sample data set given and create a table that accurately describes the data set given.<br>2. Select two variables and find two different ways you can visually represent them both individually, and together.<br>3. Revisit your chosen week 1 research topic and write a 250-word proposal outlining its investigation. |

**Week 10 - 17 Sep 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Review Week | | Portfolio Due: Week 10 Friday (21 Sep 2018) 5:00 pm AEST<br><br>**Portfolio** Due: Week 10 Friday (21 Sept 2018) 5:00 pm AEST |

**Week 11 - 24 Sep 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Review Week | | |

**Week 12 - 01 Oct 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | Written Assessment Due: Week 12 Monday (01 Oct 2018) 5:00 pm AEST<br>**Written Assessment** Due: Week 12 Monday (1 Oct 2018) 5:00 pm AEST |

**Review/Exam Week - 08 Oct 2018**

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

**Exam Week - 15 Oct 2018**

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

## Term Specific Information

For T2 2018, the unit will be facilitated by Dr Pejhman Keshvardoust. Dr Keshvardoust completed his PhD at UNSW Sydney in 2016, having focused his research on the ecology of bacterial biofilms and the management of infections in drinking water systems. During this time, he taught in a range of disciplines, including medicine, microbiology, science communication and professional practice, molecular biology and biotechnology. He completed a Bachelor of Science (Advanced) in 2010, majoring in Medical Microbiology and Immunology, with additional course units in anatomy and philosophy. Dr Keshvardoust can be contacted by email on p.keshvardoust@cqu.edu.au

## Assessment Tasks

### 1 Portfolio

**Assessment Type**
Portfolio

**Task Description**
Every week tasks are given that will support your learning and understanding of the week's lecture material. These tasks are to be completed and uploaded onto your Mahara e-portfolio platform.

Each student should be able to demonstrate a longitudinal learning journey through the unit and each week builds upon the next.

**Assessment Due Date**
Week 10 Friday (21 Sept 2018) 5:00 pm AEST

The portfolio will be submitted via the Moodle assessment link by entering your secret URL along with a marking rubric with your full student details.

**Return Date to Students**
Week 12 Friday (5 Oct 2018)

Marked rubrics will be available via the Moodle gradebook

**Weighting**
50%

**Assessment Criteria**
During the course of the portfolio the students will examine and reflect on the following key learning themes;

1. Critique the advantages and disadvantages of various research designs used in primary and secondary research
2. Compose a research question in order to develop a collaborative proposal to investigate a selected field of enquiry
3. Discuss the strengths and weaknesses of published research within a contextualized and patient-centred framework

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)

**Submission**
Online

**assessmentOutcome**

- Critique the advantages and disadvantages of various research designs used in primary and secondary research
- Compose a research question in order to develop a collaborative proposal to investigate a selected field of enquiry
- Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework.

**assessmentGradAttribute**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 2 Written Assessment

**Assessment Type**
Written Assessment

**Task Description**
The student will have to complete a 2000-word written assessment, comprising of a series of up to five individual, equally weighted, written reflections or specified tasks that reflect the material taught over the course of the term

**Assessment Due Date**
Week 12 Monday (1 Oct 2018) 5:00 pm AEST

**Return Date to Students**
Exam Week Friday (19 Oct 2018)

Exam Week Friday (19 Oct 2018). Marked rubrics will be available via the Moodle gradebook

**Weighting**
50%

**Assessment Criteria**
The written assessment will cover the following learning outcomes

1. Evaluate research using standardised and non-standardised critical appraisal methods
2. Analyse basic research data and provide appropriate summaries for further evaluation
3. Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework.

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)

**Submission**
Online

**assessmentOutcome**

- Evaluate research using standardised and non-standardised critical appraisal methods
- Analyse basic research data and provide appropriate summaries for further evaluation
- Discuss the strengths and weaknesses of published research within a contextualised and patient-centred framework.

**assessmentGradAttribute**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

## 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