



# CHIR13012 Research Literacy for Health Professionals

## Term 2 - 2019

Profile information current as at 04/05/2024 07:18 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 - 2019

- Brisbane
- Mackay
- 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 end of term student evaluation

##### **Feedback**

Students found the weighting between two assessments (50:50) to be a noticeably challenging aspect of the unit.

##### **Recommendation**

The unit coordinator will explore the possibility of adding an additional assessment, with the percentage of each reduced, that will address this issue.

#### Feedback from end of term student evaluation

##### **Feedback**

Students found the Moodle site difficult to use as it took time to load due to the size of the pictures used

##### **Recommendation**

The unit coordinator will closely monitor the situation as the feedback was in direct contrast to that given in 2017 where students found the same site easy to navigate and use. The unit-coordinator will look at obtaining mid-term feedback so that any changes may be implemented in a timely manner.

#### Feedback from end of term student evaluation

##### **Feedback**

Students found the course helped them better understand how to assess the quality of research they were reading

##### **Recommendation**

The unit coordinator is pleased the students found the content helped them to better understand research and will continue to explore ways to assist students in assessing research.

#### Feedback from end of term student evaluation

##### **Feedback**

Students found the teaching material and videos produced was of a high quality thereby facilitating a better understanding of the topics being presented

##### **Recommendation**

The unit coordinator is pleased students appreciated the quality of the content and will continue to provide high quality content. He will also investigate the potential of having material linked to an external (and private) YouTube site that will host the video material.

#### Feedback from end of term student evaluation

##### **Feedback**

Students found the unit conveyors and facilitators both passionate and knowledgeable. This enabled students to better understand the material being delivered as questions were easily answered

##### **Recommendation**

The faculty will continue to offer an engaging and supportive learning environment.

## 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: [Vancouver](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Andrew Vitiello** Unit Coordinator  
[a.vitiello@cqu.edu.au](mailto:a.vitiello@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

| 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 - 22 Jul 2019

| Module/Topic     | Chapter | Events and Submissions/Topic |
|------------------|---------|------------------------------|
| PICO and CA/RoBT |         |                              |

### Week 3 - 29 Jul 2019

| Module/Topic                   | Chapter | Events and Submissions/Topic   |
|--------------------------------|---------|--|
| Language & candour in research |         | 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<br>OR<br>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 - 05 Aug 2019**

| Module/Topic                                      | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Sensitivity, Specificity, PPV, NPV & the Nomogram |         |                              |

**Week 5 - 12 Aug 2019**

| Module/Topic             | Chapter | Events and Submissions/Topic   |
|--------------------------|---------|--|
| Randomisation & Blinding |         | <p>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</p> <p>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</p> <p>OR</p> <p>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.</p> <p>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?</p> |

**Vacation Week - 19 Aug 2019**

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

**Week 6 - 26 Aug 2019**

| Module/Topic                       | Chapter | Events and Submissions/Topic |
|------------------------------------|---------|------------------------------|
| Systematic Reviews & Meta-Analyses |         |                              |

**Week 7 - 02 Sep 2019**

| Module/Topic            | Chapter | Events and Submissions/Topic  |
|-------------------------|---------|---|
| Professional Guidelines |         | <p>1. Select a Cochrane Systematic Review of personal interest and in your own words discuss the conclusions of the review as you understand them. <i>[In preparation for next week's portfolio requirement select a corresponding professional guideline]</i></p> <p>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?</p> <p>OR</p> <p>1. Select a professional guideline that deals with the same treatment of the condition covered by last week's systematic review</p> <p>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?</p> |

**Week 8 - 09 Sep 2019**

| 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
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 - 16 Sep 2019

| Module/Topic                                | Chapter | Events and Submissions/Topic   |
|---|---------|--|
| Basic Data analysis using SPSS and MS Excel |         | <ol style="list-style-type: none"> <li>1. Use the sample data set given and create a table that accurately describes the data set given.</li> <li>2. Select two variables and find two different ways you can visually represent them both individually, and together.</li> <li>3. Revisit your chosen week 1 research topic and write a 250-word proposal outlining its investigation.</li> </ol> |

### Week 10 - 23 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic   |
|--------------|---------|--|
| Review Week  |         | <p>Weebly Portfolio Due: Week 10 Friday (27 Sep 2019) 5:00 pm AEST</p> <p><b>Portfolio</b> Due: Week 10 Friday (27 Sept 2019) 5:00 pm AEST</p> |

### Week 11 - 30 Sep 2019

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

### Week 12 - 07 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic  |
|--------------|---------|---|
|              |         | <p>Written Assessment Due: Week 12 Monday (07 Oct 2019) 5:00 pm AEST</p> <p><b>Written Assessment</b> Due: Week 12 Monday (7 Oct 2019) 5:00 pm AEST</p> |

### Review/Exam Week - 14 Oct 2019

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

### Exam Week - 21 Oct 2019

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

## Assessment Tasks

### 1 Portfolio

#### Assessment Type

Portfolio

#### Task Description

Tasks are given throughout the term that will support your learning and understanding of the week's lecture material. These tasks are to be completed and uploaded onto the Weebly 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 (27 Sept 2019) 5:00 pm AEST

The portfolio will be submitted via the Moodle assessment link by entering your unique Weebly URL AND a marking rubric completed with your full student details.

**Return Date to Students**

Week 12 Friday (11 Oct 2019)

Marked rubrics will be available via the Moodle gradebook

**Weighting**

50%

**Minimum mark or grade**

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**

- [Vancouver](#)

**Submission**

Online

**Learning Outcomes Assessed**

- 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.

**Graduate Attributes**

- 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 assignment, comprising of

1. a series of up to five individual written reflections using the CHESEMELT framework **OR**
2. five specified (short-answer) tasks reflecting the material taught over the course of the term

**Assessment Due Date**

Week 12 Monday (7 Oct 2019) 5:00 pm AEST

**Return Date to Students**

Exam Week Monday (21 Oct 2019)

Feedback will be available via the Moodle gradebook two weeks after the week 12 due date.

**Weighting**

50%

**Minimum mark or grade**

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**

- [Vancouver](#)

**Submission**

Online

**Learning Outcomes Assessed**

- 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.

**Graduate Attributes**

- 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