



# **MEDI14001 Medical Imaging Independent Clinical Project**

## **Term 1 - 2017**

Profile information current as at 10/04/2024 07:13 am

All details in this unit profile for MEDI14001 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 builds upon your prior knowledge in research to allow you to apply previously learned key aspects of research in relation to your field of study. Using previously learned content and developing these within this unit, you will evaluate an element of clinical practice and consider how the results compare to Evidence Based Practice and published standards.

### 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

Pre-Requisites: MEDI13005 Medical Imaging Clinical Course 3 and ESSC11004 Study and Research Skills for Health Science and ALLH12006 Evidence Based Practice for Allied Health OR NURS13117 Research in Healthcare

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 - 2017

- Distance

### 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. **Written Assessment**

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 course evaluation

**Feedback**

more interaction between lecturer and students required

**Recommendation**

review what additional strategies can improve engagement of students and improve interaction in this distance run course

**Action**

Video recording of lectures and regular email/forum communication from the unit coordinator enabled better interaction and engagement with students.

#### Feedback from course evaluation and course coordinator review

**Feedback**

content of course better aligned with previous course content

**Recommendation**

review course content and assessments to build on previous study and extend learning

**Action**

Course content was reviewed and adjusted to focus more on evidence based practice and clinical audit and research. This extended the learning beyond that studied in prior units and allowed for the application of content from this and prior units.

#### Feedback from course evaluation

**Feedback**

marking rubric and assignment feedback more timely and useful

**Recommendation**

review content of assignment marking rubrics and marking feedback methods to ensure feedback is timely and effective in improving student learning

**Action**

The marking rubric was reviewed and adjusted where necessary. Marking and feedback for assessment task one was completed quickly so that students were able to use the feedback to help with the production of the second task, which was closely related to the first.

#### Feedback from student feedback and medical imaging team discussions

**Feedback**

creation of a research question and development of a research proposal to be isolated from clinical practice, and thus low to no value in their degree studies.

**Recommendation**

consider modification of learning goals and assessments to more evidence-based practice for quality improvement and action research

**Action**

Learning goals and assessment tasks were adjusted and the focus became more on evidence based practice, quality standards and clinical audit and research

## Unit Learning Outcomes

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

1. Create a valid tool to measure clinical performance accurately
2. Evaluate clinical practice using principles of quality assurance, risk management and evidence based practice.

Medical Radiation Practice Board of Australia Accreditation Standards:

6.3 - Evidence Based Practice and Professional Learning

Medical Radiation Practice Board of Australia Professional Capabilities for Medical Radiation Practice:

Domain 3

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2
1 - Written Assessment - 50%	•	•
2 - Written Assessment - 50%		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
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 - Written Assessment - 50%	•	•		•		•				
2 - Written Assessment - 50%	•	•	•	•		•				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

This unit will use resources in the form of articles and related information. Students must access the unit Moodle site regularly to ensure that all relevant reading is completed.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Karen Finlay** Unit Coordinator  
[k.finlay@cqu.edu.au](mailto:k.finlay@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review of research basics Evidence Based Practice	See required and suggested reading list on course Moodle site	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Audit and audit tools Standards		Start thinking about what area of your own practice you wish to assess.

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Issues in audit		Do any of these issues apply to your choice of clinical audit? Start your literature review and determine how to proceed with your audit.

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Develop your test tool using evidence from your literature review. Consider how much data is required to give valid results

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Consider running a short "test" of your audit tool to test its effectiveness and find any problems.

#### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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**Development of a Valid Test Tool**  
Due: Week 6 Friday (21 Apr 2017) 4:00 pm AEST

#### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Start your clinical audit. Remember to gather reliable data and enough of it for your audit.

#### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Keep gathering your data. Are any patterns emerging yet?

#### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Have you changed your practice just because you know that you are auditing yourself? How will that effect your data?

#### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Data, data, data...

#### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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You should be starting to analyse your data, seeing patterns and beginning to see answers. Be reflective and think critically about the results

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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How does your performance compare with published data? Were there any issues with data collection, analysis or any biases evident?

#### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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**Assessment of Clinical Performance** Due: Exam Week Friday (16 June 2017) 4:00 pm AEST

## Term Specific Information

The coordinator for this unit of study is: Karen Finlay

I can be contacted on 07 49407818 or k.finlay@cqu.edu.au

During the term I may be teaching or off campus. For this reason, the preferred method of contacting me is via email initially.

Since much of this term is used for data collection and report writing, the teaching portion of this unit is during the first part of the term, allowing you to spend time researching your tasks, performing the data collection and completing your report.

## Assessment Tasks

### 1 Development of a Valid Test Tool

#### Assessment Type

Written Assessment

#### Task Description

##### **Task:**

**Develop a test tool with which to assess one element of clinical practice.**

Choose one of the options listed below to assess in your clinical practice. Develop a test tool in order to assess this. This must be completed individually, using evidence based practice. Interrogate current literature to determine best practice in your chosen area, the breakdown of assessment criteria and the required population size in order to make this a valid test tool.

Submit your test tool as part of an essay which details your interrogation of the literature, your findings and your justification for the test tool. The interrogation of the literature must take the form of a literature review, using at least five relevant papers. Use this review to determine the form of your test tool, the population size of your assessment and any biases which may be an issue.

You should aim for approximately 2000 words for this assessment piece.

##### **Options:**

Choose **one** of the following to assess:

Reject/repeat analysis in general radiographic examinations

Analysis of the Exposure Index (EI) or other equivalent vendor-specific digital radiography exposure metric for one examination type across different patient categories (adult/paediatric/mobile) and habitus

Correct placement of gonad shielding

Correct placement of anatomical (right/left) markers

#### Assessment Due Date

Week 6 Friday (21 Apr 2017) 4:00 pm AEST

#### Return Date to Students

within two weeks of the due date or submission date if extension approved

#### Weighting

50%

#### Assessment Criteria

This task will be graded on the following criteria:

- Selection and use of peer reviewed publications to support the discussion
- Identification and analysis of major themes in the literature as they relate to your topic
- Development of a valid test tool for performance of clinical practice
- Clear and concise justification for the design of the test tool and population size or time span of the audit
- Referencing, structure and format of the essay.

Please see the marking rubric provided in Moodle for further information.

#### Referencing Style

- [Harvard \(author-date\)](#)



**Submission**

Online

**Submission Instructions**

The assessment is to be submitted in word format (File type .docx or .doc) . Ensure file is not too large as it will affect Turnitin checks.

**Learning Outcomes Assessed**

- Create a valid tool to measure clinical performance accurately
- Evaluate clinical practice using principles of quality assurance, risk management and evidence based practice.

**Graduate Attributes**

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence

## 2 Assessment of Clinical Performance

**Assessment Type**

Written Assessment

**Task Description****Task:****Assessment of Clinical Performance**

Using the previously developed test tool (amended if requested by the unit coordinator), assess your performance in the chosen practice area for a period of time. You must decide upon and justify that test period using the evidence collated during your development of the test tool.

When you have completed the data collection, you must create a report on your findings, detailing the results and any observations you have made regarding data collection, anomalies within the data or other relevant details. Within this report you must reflect upon your performance and compare it with published best practice, standards or other published data such as local guidelines or requirements. Your conclusion must detail any evidence as to any performance issues found within the data and recommendations for future practice.

You should aim for approximately 2000 words for this assessment task. It is acceptable to tabulate your results if the table demonstrates the results clearly and accurately.

**Assessment Due Date**

Exam Week Friday (16 June 2017) 4:00 pm AEST

**Return Date to Students**

within two weeks of the due date or submission date if extension approved

**Weighting**

50%

**Assessment Criteria**

This task will be assessed upon the following criteria:

- Valid results
- Comparison of own results with any published data
- Reflection on validity of the results
- Reflection on own results compared with published data
- Valid conclusion
- Referencing, structure and format of the essay.

Please see the marking rubric provided in Moodle for further information.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

The assessment is to be submitted in word format (File type .docx or .doc) . Ensure file is not too large as it will effect Turnitin checks.

## Learning Outcomes Assessed

- Evaluate clinical practice using principles of quality assurance, risk management and evidence based practice.

## 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