



# **NURS20173 Nursing, Midwifery and Social Sciences Project 1**

## **Term 1 - 2019**

Profile information current as at 30/04/2024 02:22 am

All details in this unit profile for NURS20173 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will have the opportunity to develop a research proposal related to your area of work/practice in nursing, midwifery or as a social scientist. You will undertake learning and be mentored to identify a research question, develop a research proposal and apply for ethics approval to undertake a research project.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Co-requisites: NURS20167 Literature Review in Nursing; NURS20168 Research Methods in Nursing, Midwifery and Social Sciences

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 - 2019

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate 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. **Research Proposal**

Weighting: 70%

#### 2. **Report**

Weighting: 30%

### 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](#).

## Unit Learning Outcomes

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

1. Develop a research proposal that investigates an appropriate research question from your area of work or practice
2. Develop an understanding of ethical approval processes for undertaking a research project.

NA

## 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 - Research Proposal - 70%	•	
2 - Report - 30%		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
1 - Knowledge	◦	◦
2 - Communication	◦	◦
3 - Cognitive, technical and creative skills	◦	
4 - Research	◦	
5 - Self-management	◦	◦
6 - Ethical and Professional Responsibility	◦	◦
7 - Leadership	◦	◦
8 - 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
1 - Research Proposal - 70%	◦	◦	◦	◦	◦	◦	◦	
2 - Report - 30%	◦	◦	◦	◦	◦	◦	◦	

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity Library
- CQUniversity Library Website (e-Journals)

## 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

**Joyce Hendricks** Unit Coordinator  
[j.hendricks@cqu.edu.au](mailto:j.hendricks@cqu.edu.au)

**Anne-Marie Holt** Unit Coordinator  
[a.holt2@cqu.edu.au](mailto:a.holt2@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit and discussion of assessment items		Zoom Lecture

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Components of a research proposal		Zoom Lecture

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Arriving at a research question		Meet with research mentor at a time that is mutually agreeable.

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Components of Literature Review	Using a structured approach to searching and documenting the literature	Meet with research mentor at a time that is mutually agreeable.

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Selecting the research design for your research proposal

Meet with research mentor at a time that is mutually agreeable.

#### **Vacation Week - 15 Apr 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

No class

#### **Week 6 - 22 Apr 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Academic integrity and ethics approval processes

Meet with research mentor at a time that is mutually agreeable.

#### **Week 7 - 29 Apr 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Proposal - work with mentor to write proposal

One to one work with mentor to write proposal.  
Assessment two is due this week (1st May)

**Report** - Due: Week 7 Wednesday (1 May 2019) 11:45 pm AEST

#### **Week 8 - 06 May 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Proposal - work with mentor to write proposal

One to one work with mentor to write proposal

#### **Week 9 - 13 May 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Proposal - questions and design issues

One to one work with mentor to write proposal

#### **Week 10 - 20 May 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Proposal - work with mentor to write proposal

One to one work with mentor to write proposal

#### **Week 11 - 27 May 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Proposal - work with mentor to write proposal

One to one work with mentor to write proposal

#### **Week 12 - 03 Jun 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Proposal - work with mentor to write proposal

One to one work with mentor to write proposal  
Assessment one is due this week (5th June)

**Research Proposal** Due: Week 12 Wednesday (5 June 2019) 11:45 pm AEST

#### **Review/Exam Week - 10 Jun 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

#### **Exam Week - 17 Jun 2019**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

## Term Specific Information

You will be guided by a research mentor to assist in completing the project proposal.

## Assessment Tasks

### 1 Research Proposal

#### Assessment Type

Research Proposal

#### Task Description

**This assessment addressees learning outcome:**

1. Develop a research proposal that investigates an appropriate research question from your area of work or practice.

#### TASK

Write a research proposal using the headings and guidelines below. The proposal should be between 3000 and 4000 words.

#### Abstract

The abstract is designed to give the reader a 'snapshot' or summary of the entire research project. It should contain: purpose of the study; basics of the research design; and significance of the proposed research and/or proposed contribution to the literature. It should be no longer than about 250 words.

#### Table of Contents

Table of contents assist the reader to follow your submission. To make it easier, you can auto-generate a Table of Contents. Instructions can be found here

[https://support.office.com/en-gb/article/Create-a-table-of-contents-or-update-a-table-of-contents-eb275189-b93e-4559-8dd9-c279457bfd72#\\_create\\_a\\_table](https://support.office.com/en-gb/article/Create-a-table-of-contents-or-update-a-table-of-contents-eb275189-b93e-4559-8dd9-c279457bfd72#_create_a_table).

#### Introduction

Your introduction should clearly inform the reader what you intend to investigate. It needs to include the following:

- the background to your project
- the context for your investigation
- a clear statement of the overarching purpose of the study
- rationale or justification – why the problem needs to be solved
- the importance of what you are proposing to do.

#### Aims and objectives

- The aim states the purpose or the intent of the project – what you want to achieve
- The objectives identify the research outcomes necessary to achieve the aims. The outcomes are specific, clearly defined and observable or measurable.
- The aims and objectives lead into your research question or hypothesis.

#### Research questions and/or Hypothesis

- These guide your research and allow you to answer the research problem.
- Are clear focused and 'doable'
- Should indicate what kind of data is required to answer the question.

#### Literature review

- A literature review demonstrates your knowledge of your topic and provides an argument for why you have chosen the topic. Either the literature suggests an answer to your research question or there is a knowledge gap.

Contribution to your professional area

How will this project make a difference?

#### Research design

- Research methodology (research approach/philosophy)
- Research methods (data collection and/or data analysis)
- Ethical considerations

Justify your methodology and methods and explain how your research method is informed by your chosen methodology. Describe how you plan to collect and analyse your data in order to answer the research questions and provide a justification.

Discuss the ethical considerations.

#### Limitations

**This section relates to the influences that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on your methodology and conclusions. Any limitations that might influence the results**

should be mentioned.

## Assessment Due Date

Week 12 Wednesday (5 June 2019) 11:45 pm AEST

Research Proposal must be submitted via the Unit Moodle portal

## Return Date to Students

## Weighting

70%

## Assessment Criteria

	High Distinction 85-100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%
Abstract	Concise and comprehensive summary of proposal.	Concise and comprehensive summary of proposal. Some minor points are missing.	Largely concise and comprehensive summary of proposal. Some minor points are missing.	Demonstrates a summary of proposal. However, is not concise and/or not comprehensive.	Missing significant points.
Introduction 20%	The introduction very clearly, convincingly and succinctly provides the background, context, an overarching research statement, rationale and/or justification and the importance of the study.	The introduction clearly, convincingly and succinctly provides the background, context, an overarching research statement, rationale and/or justification and the importance of the study.	The introduction somewhat clearly, convincingly and succinctly provides the background, context, an overarching research statement, rationale and/or justification and the importance of the study.	The introduction provides the background, context, an overarching research statement, rationale and/or justification and the importance of the study. It lacks clarity.	The introduction does not provide the background and/or context, and/or an overarching research statement, rationale and/or justification and/or the importance of the study.
Research questions and/or hypothesis 10%	Research questions and/or hypothesis are very clear focused and relevant and indicate type of data required.	Research questions and/or hypothesis are clear focused and relevant and indicate type of data required.	Research questions and/or hypothesis are somewhat clear focused and relevant and indicate type of data required.	Research questions and/or hypothesis are a little unclear in relation to their focus and/or relevance and/or indicate type of data required.	Research questions and/or hypothesis not clear in relation to their focus and/or relevance and/or indicate type of data required.
Literature Review 20%	The literature review cogently and comprehensively supports the project by pointing to a solution to the problem identified and/or a gap in the literature in relation to the problem.	The literature review is largely cogently and comprehensive in supporting the project by pointing to a solution to the problem identified and/or a gap in the literature in relation to the problem.	The literature review is somewhat cogent and comprehensive in supporting the project by pointing to a solution to the problem identified and/or a gap in the literature in relation to the problem.	The literature supports the project by pointing to a solution to the problem identified and/or a gap in the literature in relation to the problem. There may be gaps in this review.	The literature review does not clearly support the project by pointing to a solution to the problem identified and/or a gap in the literature in relation to the problem.
Contribution to profession 10%	The contribution this project will make to the profession is convincingly argued.	The contribution this project will make to the profession is somewhat convincingly argued.	The contribution this project will make to the profession is argued.	The contribution this project will make to the profession a little unclear.	The contribution this project will make to the profession is not clear.
Research Design 30%	The appropriateness of the research methodology and research methods to the research questions is clearly explained and justified. The link between methodology and methods is very evident. Ethical considerations are appropriate and detailed very clearly.	The appropriateness of the research methodology and research methods to the research questions is mostly clearly explained and justified. The link between methodology and methods is largely evident. Ethical considerations are appropriate and detailed clearly.	The appropriateness of the research methodology and research methods to the research questions is somewhat clearly explained and justified. The link between methodology and methods is somewhat evident. Ethical considerations are appropriate.	The appropriateness of the research methodology and research methods to the research questions is explained and justified. The link between methodology and methods is somewhat evident. Ethical considerations are appropriate. Lack of clarity at times.	The appropriateness of the research methodology and research methods to the research questions is not explained and justified or very unclear and/or the link between methodology and methods questions is not explained or very unclear and/or ethical considerations are not explained and or very unclear.
Limitations 10%	Limitations are explained with a convincing argument as to why they do not negate from the proposed project.	Limitations are explained with a largely convincing argument as to why they do not negate the proposed project.	Limitations are explained with a somewhat convincing argument as to why they do not negate the proposed project.	Limitations are explained with and it is argued why they do not negate the proposed project. Argument is not always logical.	Limitations are not explained and/or it is not argued why they do not negate the proposed project.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Research Proposal must be submitted via the Unit Moodle portal

## Learning Outcomes Assessed

- Develop a research proposal that investigates an appropriate research question from your area of work or practice

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 2 Report -

### Assessment Type

Report

### Task Description

**This assessment addresses learning outcome:**

1. Develop a research proposal that investigates an appropriate research question from your area of work or practice. This assessment allows you the opportunity to compile some of the necessary information required to complete an ethics application for your project and to understand why it is necessary.

Given the time frame for this unit, you are limited to negligible or Low-Risk studies as these are the only ones that the Ethics Committee can 'turn around' (consider and return) within the context of a semester. Low risk projects infer those studies which usually **do not involve** direct contact with human participants (i.e. no interviews, focus groups, telephone interviews). The NHMRC definition of Low Risk research is: 'Any research where the only foreseeable risk is one of discomfort'. You might however consider surveys/questionnaires or document reviews. Keep in mind that you only have a limited time next semester to collect and analyse/understand your data and write your report for assessment.

Task:

1. Download the [National Statement on Ethical Conduct](#)
2. Provide a short discussion paper (approximately 1000 words) discussing the ethical issues related to your project.
3. Construct an 'Information Sheet' to be used in your research. You may wish to use the example on [CQU Research Moodle](#) as an exemplar.

### Assessment Due Date

Week 7 Wednesday (1 May 2019) 11:45 pm AEST

Submit assessment via unit Moodle site

### Return Date to Students

### Weighting

30%

### Assessment Criteria

	High Distinction 85-100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%
Discussion paper					
Introduction 10%	The introduction very clearly, convincingly and succinctly introduces the paper and provides direction for the reader.	The introduction clearly, convincingly and succinctly introduces the paper and provides direction for the reader.	The introduction somewhat clearly, convincingly and succinctly introduces the paper and provides direction for the reader.	The introduction introduces the paper and provides direction for the reader. Some lack of clarity.	The introduction does not clearly introduce the paper and provide direction for the reader.



Importance of values and principles of ethical conduct 20%	The importance of values and principles of ethical conduct is convincingly explained.	The importance of values and principles of ethical conduct is largely convincingly explained.	The importance of values and principles of ethical conduct is somewhat convincingly explained.	The importance of values and principles of ethical conduct is explained. There is some lack of clarity.	The importance of values and principles of ethical conduct not explained or explanation is confusing.
Ethical considerations specific to research method. 20%	Ethical considerations specific to chosen research method is identified and explained in a very clear manner.	Ethical considerations specific to chosen research method is identified and explained in a clear manner.	Ethical considerations specific to chosen research method is identified and explained somewhat clearly.	Ethical considerations specific to chosen research method is identified and explained. There is some lack of clarity.	Ethical considerations specific to chosen research method is NOT identified and explained or explanation is confusing.
Conclusion 10%	Summarises the ethical considerations required for the project in a very clear and concise way.	Summarises the ethical considerations required for the project in a clear and concise way.	Summarises the ethical considerations required for the project in a somewhat clear and concise way.	Summarises the ethical considerations required for the project. IT may not be clear and concise.	Does not Summarises the ethical considerations required for the project or summary is confusing.
Information sheet 40%	Contains all necessary areas and is written at an appropriate reading level.	Contains all necessary areas and is written largely at an appropriate reading level.	Contains all necessary areas and is written somewhat at an appropriate reading level.	Contains most necessary areas and is written at times at an appropriate reading level.	Does not contains most necessary areas and/or is not written at an appropriate reading level.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Submit assessment via unit Moodle site

### Learning Outcomes Assessed

- Develop an understanding of ethical approval processes for undertaking a research project.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 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