



# SPCH14002 Honours Research Practicum 1

## Term 1 - 2018

Profile information current as at 08/05/2024 02:41 am

All details in this unit profile for SPCH14002 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

You will develop the knowledge and skills necessary to conduct research and implement evidence-based practice within the field of speech pathology. In this unit, you will work alongside an experienced researcher and/or clinician to identify a research question related to speech pathology. Using ethical standards, you will design a research project that considers cultural and practical implications of implementation. You will learn how to critically appraise literature and will be guided through methods of data collection and data analysis.

### 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: ALLH12006 Evidence Based Practice for Allied Health ALLH12007 Research Methods for Therapy SPCH13008 Neurogenic Communication Disorders 2 SPCH13010 Dysphagia Across the Lifespan

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 - 2018

- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 15%

#### 2. **Presentation**

Weighting: 25%

#### 3. **Written Assessment**

Weighting: 20%

#### 4. **Written Assessment**

Weighting: 40%

### 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 Clinical Education Coordinator Student feedback through "Have Your Say"

##### **Feedback**

The workload is difficult for students to manage once the Work Integrated Learning commences in the middle of term.

##### **Recommendation**

The Unit Coordinator will continue to review the timelines and content of the assessment tasks. Students will continue to be reminded of the importance of good time management when completing the assessment tasks for SPCH14002.

#### Feedback from Student feedback through "Have Your Say"

##### **Feedback**

The lecturer for the unit provided quick and informative responses to questions throughout the term.

##### **Recommendation**

The Unit Coordinator will maintain communication throughout the term in order to facilitate the learning outcomes and assessment tasks. Email and Zoom communication will continue to be offered to facilitate student problem solving and interaction, especially during weeks six to twelve.

## Unit Learning Outcomes

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

1. Design a research project using evidence-based practice principles in speech pathology
2. Critically appraise literature on a topic specific to speech pathology
3. Identify and explain ethical issues in studies and consider the cultural and practical implications of implementation in speech pathology
4. Assimilate and communicate insights gained from quantitative and/or qualitative data analysis.

### **Speech Pathology Range of Practice covered:**

Students may be addressing specific range of practice areas, but this is dependent upon the project chosen.

### **Competency-based Occupational Standards for Speech Pathology (CBOS 2011):**

Unit 3 Plan Evidence-based speech pathology practice - Element 3.2

Unit 5 Planning, providing and managing speech pathology services - Elements 5.1, 5.2, 5.5, 5.6, 5.7 and 5.8

Unit 6 Professional and supervisory practice - Element 6.1

Unit 7 Lifelong learning and reflective practice - Elements 7.1, 7.2, and 7.3

### **Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:**

- Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3
- Unit 2 Communication - Elements 2.1, 2.2 and 2.3
- Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4
- Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



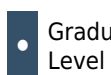
N/A  
Level



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
1 - Written Assessment - 20%	•	•		
2 - Presentation - 25%				•
3 - Written Assessment - 40%		•	•	•
4 - Written Assessment - 15%			•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 20%	•	•	•	•			•	•	•	
2 - Presentation - 25%	•	•	•	•		◦	•	•	◦	
3 - Written Assessment - 40%	•	•	•	•		•	•	•		
4 - Written Assessment - 15%	•	•	•					•		

## Textbooks and Resources

### Textbooks

SPCH14002

#### Prescribed

#### **Designing and Managing Your Research Project: Core Skills for Social and Health Researchers** (2010)

Authors: David R. Thomas and Ian D. Hodges

Sage

London , UK

ISBN: 978-1-84860-192-5

Binding: Other

SPCH14002

#### Prescribed

#### **Doing A Systematic Review: A Student's Guide**

(2017)

Authors: Angela Boland, Gemma Cherry, Rumona Dickson

Sage

London , UK

ISBN: 9781473967014

Binding: Other

#### **Additional Textbook Information**

These textbooks will also be used in SPCH14004.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity library literature search tools

## 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

**Barbra Zupan** Unit Coordinator

[b.zupan@cqu.edu.au](mailto:b.zupan@cqu.edu.au)

## Schedule

### **Week 1 - 05 Mar 2018**

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

**Session 1:**

1. Discussion of Research-Practice Relationship (How do CBOS and GPC elements fit?)
2. Review of Research Projects for Unit
3. Research Groups (Deconstruct information you have so far; Identify gaps in your current knowledge; Establish group exceptions)
4. Developing a Research Question
5. Developing a Research Proposal

**Article:**

Blevins, D., Farmer, M.S., Edlund, C., Sullivan, G., & Kirchner, J.E. (2010). Collaborative research between clinicians and researchers: A multiple case study of implementation. *Implementation Science, 5*, 76.

**Textbook:**

Thomas & Hodges - Chapters 2, 3, 4

**Week 2 - 12 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Types of Research Designs</li> <li>2. Survey Design</li> <li>3. Conducting Case Studies</li> <li>4. Ethics (Considerations and Review of Ethics process at CQUniversity)</li> <li>5. Authorship</li> <li>6. Collecting Data (What is the best approach for your project?)</li> </ol>	<b>Research Moodle:</b> <a href="https://moodle.cqu.edu.au/mod/page/view.php?id=419907">https://moodle.cqu.edu.au/mod/page/view.php?id=419907</a> <b>Textbook:</b> Thomas and Hodges - Chapters 2, 3, and 6	

**Week 3 - 19 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. What is a systematic review?</li> <li>2. Review of PRISM</li> <li>3. Formulating a review question</li> <li>4. Inclusion Criteria</li> <li>5. Search Strategy</li> </ol>	<b>Textbook</b> Boland, Cherry & Dickson - Chapters 1-5 Thomas & Hodges - Chapter 7	

**Week 4 - 26 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Assessing quality</li> <li>2. Data extraction</li> <li>3. Applying what we've learned to your own research question</li> </ol>	<b>Textbook</b> Boland, Cherry & Dickson - Chapters 6 and 7 Thomas & Hodges - Chapter 8	<b>Written Assessment (15%) - Ethics Application</b> <b>Due March 29, 2018 by 4:00pm</b> No class on Friday March 30. National Holiday.  <b>Ethics Application</b> Due: Week 4 Thursday (29 Mar 2018) 4:00 pm AEST

**Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Analysing and synthesising your data</li> <li>2. Writing your discussion and conclusions</li> <li>3. Presentations</li> </ol>	<b>Textbook:</b> Boland, Cherry & Dickson - Chapters 8, and 9	<b>In-Class Presentations (25%) - Research Proposal</b> <b>April 6, 2018</b>  <b>Research Proposal and Relationship to Speech Pathology</b> Due: Week 5 Friday (6 Apr 2018) 9:00 am AEST

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic

You begin external placements this week. Your placement is 4 days per week leaving you one day to focus on your assessment tasks in your academic units (SPCH14001; SPCH14002).

You will need to plan your work so you can complete your assessment tasks by their due dates and progress your research project.

To meet expectations for SPCH14002, you will need to maintain weekly contact with your research project supervisor and/or the unit coordinator.

Continue readings for systematic review.

**Written Assessment (20%) -  
Research Proposal  
Due Monday April 16, 2018 by  
4:00pm**

**Research Proposal** Due: Week 6  
Monday (16 Apr 2018) 4:00 pm AEST

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>You continue with your external placements this week. Your placement is 4 days per week leaving you one day to focus on your assessment tasks in your academic units (SPCH14001; SPCH14002).</p> <p>You will need to plan your work so you can complete your assessment tasks by their due dates and progress your research project.</p> <p>To meet expectations for SPCH14002, you will need to maintain weekly contact with your research project supervisor and/or the unit coordinator.</p>	<p>Continue readings for systematic review.</p>	

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>You continue with your external placements this week. Your placement is 4 days per week leaving you one day to focus on your assessment tasks in your academic units (SPCH14001; SPCH14002).</p> <p>You will need to plan your work so you can complete your assessment tasks by their due dates and progress your research project.</p> <p>To meet expectations for SPCH14002, you will need to maintain weekly contact with your research project supervisor and/or the unit coordinator.</p>	<p>Continue readings for systematic review.</p>	

### Week 9 - 07 May 2018

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

You continue with your external placements this week. Your placement is 4 days per week leaving you one day to focus on your assessment tasks in your academic units (SPCH14001; SPCH14002).

You will need to plan your work so you can complete your assessment tasks by their due dates and progress your research project. To meet expectations for SPCH14002, you will need to maintain weekly contact with your research project supervisor and/or the unit coordinator.

Continue readings for systematic review.

#### **Week 10 - 14 May 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<p>You continue with your external placements this week. Your placement is 4 days per week leaving you one day to focus on your assessment tasks in your academic units (SPCH14001; SPCH14002).</p> <p>You will need to plan your work so you can complete your assessment tasks by their due dates and progress your research project. To meet expectations for SPCH14002, you will need to maintain weekly contact with your research project supervisor and/or the unit coordinator.</p>		Continue readings for systematic review.

#### **Week 11 - 21 May 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<p>You continue with your external placements this week. Your placement is 4 days per week leaving you one day to focus on your assessment tasks in your academic units (SPCH14001; SPCH14002).</p> <p>You will need to plan your work so you can complete your assessment tasks by their due dates and progress your research project. To meet expectations for SPCH14002, you will need to maintain weekly contact with your research project supervisor and/or the unit coordinator.</p>		Continue readings for systematic review.

#### **Week 12 - 28 May 2018**

<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
---------------------	----------------	-------------------------------------



You continue with your external placements this week. Your placement is 4 days per week leaving you one day to focus on your assessment tasks in your academic units (SPCH14001; SPCH14002).

You will need to plan your work so you can complete your assessment tasks by their due dates and progress your research project.

To meet expectations for SPCH14002, you will need to maintain weekly contact with your research project supervisor and/or the unit coordinator.

#### Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
This is the final week of your block placement. You are required to submit your final assessment for SPCH14002 at the beginning of this week.		<b>Systematic Review Due Monday June 4, 2018 by 4:00pm</b>  <b>Systematic Review</b> Due: Review/Exam Week Monday (4 June 2018) 4:00 pm AEST

#### Exam Week - 11 Jun 2018

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

## Assessment Tasks

### 1 Ethics Application

#### Assessment Type

Written Assessment

#### Task Description

This is an individual task.

You will need to complete the ethics application for your proposed project following CQUniversity's policies.

#### Assessment Due Date

Week 4 Thursday (29 Mar 2018) 4:00 pm AEST

Via Moodle

#### Return Date to Students

Vacation Week Friday (13 Apr 2018)

Via Moodle

#### Weighting

15%

#### Minimum mark or grade

Must pass. Student must meet criteria for a Pass grade.

#### Assessment Criteria

1. Completeness and accuracy in each section. (10 points)
2. Writing style (e.g., APA if referencing used, spelling and grammar, clear and concise sentences) (5 points).

#### Referencing Style

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

**Submission**

Online

**Submission Instructions**

Via Moodle

**Learning Outcomes Assessed**

- Identify and explain ethical issues in studies and consider the cultural and practical implications of implementation in speech pathology

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Ethical practice
- Ethical practice

## 2 Research Proposal and Relationship to Speech Pathology

**Assessment Type**

Presentation

**Task Description**

This is a group task. Students will be given a group mark.

In your research group, you will present your research proposal, outlining the ethical considerations in developing your question and methodology, why this question is important to speech pathology practice, and your research design including how data will be collected. You will need to discuss your plan for moving forward with the project (e.g., tasks you need to complete, a relative timeline for completing, what you need to do to successfully complete them, what each person's role is). You will also need to discuss how the research process and projected research outcomes align with the CBOS (2011) units and general practice competencies.

Presentations are to be a maximum of 30 minutes in length, including time for questions and answers.

**Assessment Due Date**

Week 5 Friday (6 Apr 2018) 9:00 am AEST

In-Class Presentations

**Return Date to Students**

Week 6 Friday (20 Apr 2018)

Via Moodle

**Weighting**

25%

**Minimum mark or grade**

Must-pass. Must meet criteria for a pass grade.

**Assessment Criteria**

1. Knowledge of topic, accuracy and content of your presentation, and ability to answer questions (15 points)
2. Presentation skills including ability to present content without reading, appropriate use of visual supports, time management and organisation of the presentation, and shared responsibility across group members (10 points)

**Referencing Style**

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

**Submission**

Group

**Submission Instructions**

This is an in-class assessment task.

**Learning Outcomes Assessed**

- Assimilate and communicate insights gained from quantitative and/or qualitative data analysis.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

### 3 Research Proposal

#### Assessment Type

Written Assessment

#### Task Description

This is an individual task.

You will need to submit a written research proposal that includes the following structures: Cover page, summary, introduction, research design, dissemination of research findings, timeline, resources required, management of the project, and references. You must also include a written reflection based on CBOS (2011) units 5.4 to 5.8 to discuss your current research strengths and limitations and your goals for future improvement.

#### Assessment Due Date

Week 6 Monday (16 Apr 2018) 4:00 pm AEST

Via Moodle

#### Return Date to Students

Week 8 Tuesday (1 May 2018)

Via Moodle

#### Weighting

20%

#### Minimum mark or grade

Must-pass. Must meet criteria for a Pass grade.

#### Assessment Criteria

1. Content is accurate, complete and succinctly written using high quality academic writing (15 points)
2. APA referencing and formatting is appropriately used (5 points)
3. Quality of written reflection (including writing style) (5 points)

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Submit via Moodle

#### Learning Outcomes Assessed

- Design a research project using evidence-based practice principles in speech pathology
- Critically appraise literature on a topic specific to speech pathology

#### Graduate Attributes

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

### 4 Systematic Review

#### Assessment Type

Written Assessment

#### Task Description

This is an individual task.

You will submit a systematic review relevant to your project. The review must include background information including your PICO question, search strategy, study selection, data collection and analysis, data extraction, critical analysis of findings and your conclusions.

**Assessment Due Date**

Review/Exam Week Monday (4 June 2018) 4:00 pm AEST  
Via Moodle

**Return Date to Students**

Exam Week Friday (15 June 2018)  
Via Moodle

**Weighting**

40%

**Minimum mark or grade**

Must-pass. Must meet criteria for a Pass grade.

**Assessment Criteria**

1. Background information and research question (5 points)
2. Methodology (search strategy, study selection, data collection and analysis, data extraction) (10 points)
3. Critical Analysis and Conclusions (must include implications for future research) (15 points)
4. Academic Writing Style and use of APA (10 points)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Via Moodle

**Learning Outcomes Assessed**

- Critically appraise literature on a topic specific to speech pathology
- Identify and explain ethical issues in studies and consider the cultural and practical implications of implementation in speech pathology
- Assimilate and communicate insights gained from quantitative and/or qualitative data analysis.

**Graduate Attributes**

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