SPCH14002 *Honours Research Practicum 1*
Term 1 - 2018

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 HealthALLH12007 Research Methods for TherapySPCH13008 Neurogenic Communication Disorders 2SPCH13010 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 faciliate 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

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
1. Types of Research Designs 2. Survey Design 3. Conducting Case Studies 4. Ethics (Considerations and Review of Ethics process at CQUniversity) 5. Authorship 6. Collecting Data (What is the best approach for your project?)	**Research Moodle:** https://moodle.cqu.edu.au/mod/page/view.php?id=419907 **Textbook:** Thomas and Hodges - Chapters 2, 3, and 6	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. What is a systematic review? 2. Review of PRISM 3. Formulating a review question 4. Inclusion Criteria 5. Search Strategy	**Textbook** Boland, Cherry & Dickson - Chapters 1-5 Thomas & Hodges - Chapter 7	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Assessing quality 2. Data extraction 3. Applying what we've learned to your own research question	**Textbook** Boland, Cherry & Dickson - Chapters 6 and 7 Thomas & Hodges - Chapter 8	**Written Assessment (15%) - Ethics Application** **Due March 29, 2018 by 4:00pm** No class on Friday March 30. National Holiday. **Ethics Application** Due: Week 4 Thursday (29 Mar 2018) 4:00 pm AEST

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Analysing and synthesising your data 2. Writing your discussion and conclusions 3. Presentations	**Textbook:** Boland, Cherry & Dickson - Chapters 8, and 9	**In-Class Presentations (25%) - Research Proposal** **April 6, 2018** **Research Proposal and Relationship to Speech Pathology** 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

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
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 8 - 30 Apr 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 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

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 11 - 21 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 12 - 28 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.

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.		**Systematic Review Due Monday June 4, 2018 by 4:00pm** **Systematic Review** 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 yourquestion 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 refection (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