



# SPCH14002 Honours Research Practicum 1

## Term 2 - 2018

Profile information current as at 07/05/2024 12:39 pm

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 2 - 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 Have Your Say

**Feedback**

I really liked working as a group but being graded individually.

**Recommendation**

It is recommended students continue to be given the option to complete their research projects individually or with a partner. If students choose to work with a partner, it is recommended they present their research proposal as a pair, but be graded individually for some elements of the task. All remaining assessment tasks should continue to be completed individually.

#### Feedback from Have Your Say

**Feedback**

The lecturer consistently returned our assessment work to us quickly.

**Recommendation**

It is recommended that the lecturer continue to provide feedback on assessments in a timely manner so that students can apply feedback for continuous improvement and development of their research projects.

#### Feedback from Have Your Say

**Feedback**

Tasks sheets were too general and did not provide enough guidelines for assessment.

**Recommendation**

The assessment task sheets include detailed rubrics that outline expectation for students. It is recommended that the unit coordinator begin to include the rubrics within the in-depth tutorials completed for each assessment task so students incorporate these rubrics more readily while completing the assessment.

## 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



### 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%	•	•	•	•			•	•	•	

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
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: Paperback

SPCH14002

#### Prescribed

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

(2017)

Authors: Angela Boland, Gemma Cherry, Rumona Dickson

Sage

London , UK

ISBN: 9781473967014

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### 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: [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 - 09 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
1. Overview of Unit 2. Research-Practice Relationship (How do CBOS and GPC elements fit in?) 3. Developing a Research Question	<b>Articles:</b> 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. <i>Implementation Science</i> , 5, 76. Greenhalgh, T., Snow, R., Ryan, S., Rees, S., & Salisbury, H. (2015). Six 'biases' against patients and carers in evidence-based medicine. <i>BMC Medicine</i> , 13, 200. <b>Textbook:</b> Thomas & Hodges - Chapters 2 and 3	

**Week 2 - 16 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
1. Types of Research Designs	<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 & Hodges - Chapters 2, 3, and 6	

**Week 3 - 23 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
1. Types of Research Design 2. Your Research Question 3. Ethics 4. Review of Research Proposal	Review the Ethics Folder posted on Moodle	

**Week 4 - 30 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
1. What is Systematic Review? 2. Review of PRISMA 3. Formulating a Review Question 4. Inclusion/Exclusion Criteria 5. Search Strategy 6. Assessing Quality	<b>Textbooks:</b> Boland, Cherry, & Dickson - Chapters 1-5 Thomas & Hodges - Chapter 7	

**Week 5 - 06 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Wednesday</b> 1. Data Extraction 2. Analysing and Synthesising Data 3. Writing discussion and conclusions 4. Review of Presentation Assessment <b>Friday</b> <b>NO CLASS</b>	<b>Textbook:</b> Boland, Cherry, & Dickson - Chapters 6-9 Thomas & Hodges - Chapter 8	<b>Written Assessment (15%) - Ethics Application</b> <b>Due Wednesday August 8, 2018 by 4:00pm</b>  <b>No Class on Friday August 10, 2018</b>  <b>Ethics Application</b> Due: Week 5 Wednesday (8 Aug 2018) 4:00 pm AEST

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Wednesday:**

1. Review of Systematic Review Process and PICO Questions
2. Prepare for Presentations

**Friday:**

1. In-Class Presentations

**In-Class Presentations (25%) - Research Proposal****Friday, August 24, 2018**

**NOTE: Class will begin at 1:00pm on Friday August 17 to accommodate all student presentations within the same afternoon.**

**Research Proposal: In-Class**

**Presentation** Due: Week 6 Friday (24 Aug 2018) 1:00 pm AEST

**Week 7 - 27 Aug 2018****Module/Topic****Chapter****Events and Submissions/Topic**

Beginning this week, we will meet on Wednesdays only. Each Wednesday, I will be available to work with you to help you progress your systematic reviews.

**Written Assessment (20%) - Research Proposal**

**Due Friday August 31, 2018 by 4:00pm**

**Written Research Proposal**

Due: Week 7 Friday (31 Aug 2018) 4:00 pm AEST

**Week 8 - 03 Sep 2018****Module/Topic****Chapter****Events and Submissions/Topic**

Wednesday class only.  
Work on Systematic Reviews.

**Week 9 - 10 Sep 2018****Module/Topic****Chapter****Events and Submissions/Topic**

Wednesday class only.  
Work on Systematic Reviews.

**Week 10 - 17 Sep 2018****Module/Topic****Chapter****Events and Submissions/Topic**

Wednesday class only.  
Work on Systematic Reviews.

**Week 11 - 24 Sep 2018****Module/Topic****Chapter****Events and Submissions/Topic**

Wednesday class only.  
Work on Systematic Reviews.

**Week 12 - 01 Oct 2018****Module/Topic****Chapter****Events and Submissions/Topic**

Wednesday class only.  
Work on Systematic Reviews.

**Review/Exam Week - 08 Oct 2018****Module/Topic****Chapter****Events and Submissions/Topic****Written Assessment (40%) - Systematic Review**

**Due Monday October 8 by 9:00am**

**Systematic Review**

Due: Review/Exam Week Monday (8 Oct 2018) 9:00 am AEST

**Exam Week - 15 Oct 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 need to complete an ethics application (including supplementary documentation) for your proposed research project following CQUniversity's policies and guidelines for student research projects. Templates and additional information regarding CQUniversity's ethics requirements are available via Moodle.

**NOTE:** You are responsible to incorporate feedback from the unit coordinator prior to having your research supervisor review the ethics application. You are also responsible to acquire supervisory signatures on the ethics application before submitting for ethics review. You **MUST** acquire ethics approval from CQUniversity's ethics board prior to beginning work on your research project (which forms a large part of the assessment tasks in SPCH14004).

**Assessment Due Date**

Week 5 Wednesday (8 Aug 2018) 4:00 pm AEST  
via Moodle

**Return Date to Students**

Week 6 Monday (20 Aug 2018)  
via Moodle

**Weighting**

15%

**Minimum mark or grade**

Must Pass. Student must achieve a grade of at least 50%.

**Assessment Criteria**

1. Completeness and accuracy in each section (12 points)
2. Writing style (e.g., APA if referencing used, spelling and grammar, clear and concise sentences) (3 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: In-Class Presentation

**Assessment Type**

Presentation

**Task Description**

You will present your research proposal to your peers, staff and guests. In your presentation, you need to outline 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 each of these tasks, what



you need to do to successfully complete them, what each person's role is (if you are working as part of a team). You will also need to discuss how the research process and projected research outcomes align with the CBOS and GPC units. Presentations are to be a maximum of 30 minutes in length, including time for questions and answers.

**Assessment Due Date**

Week 6 Friday (24 Aug 2018) 1:00 pm AEST  
In-Class

**Return Date to Students**

Week 6 Monday (20 Aug 2018)  
Via Moodle

**Weighting**

25%

**Minimum mark or grade**

Must Pass. Student must achieve a grade of at least 50%.

**Assessment Criteria**

1. Knowledge of topic, accuracy and content of your presentation, and ability to answer questions. (17 points).
2. Presentation skills including the ability to present content without reading, appropriate use of visual supports, time management, and organisation of the presentation. (8 points).

**Referencing Style**

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

**Submission**

No submission method provided.

**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 Written 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: Cover page, summary, introduction, research design, dissemination of findings, timeline, resources required, management of the project, and references. You must also include a written research reflection that discusses how the research process and projected research outcomes align with the CBOS and GPC units, your current research strengths and challenges, and your goals for future improvement.

**Assessment Due Date**

Week 7 Friday (31 Aug 2018) 4:00 pm AEST  
via Moodle

**Return Date to Students**

Week 6 Monday (20 Aug 2018)  
via Moodle

**Weighting**

20%

**Minimum mark or grade**

Must Pass. Student must achieve a grade of at least 50%.

**Assessment Criteria**

1. Content is accurate, complete and succinctly written (including reflection) using high quality academic writing (15 points).
2. Writing style, APA referencing and formatting are accurately and appropriately used (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 on a topic of your choice. The review must include background information, a clear PICO question, and description of your search strategy, study selection criteria and data extraction, as well as a synthesised summary of results. You also need to include a critical analysis of your findings and a conclusion.

**Assessment Due Date**

Review/Exam Week Monday (8 Oct 2018) 9:00 am AEST  
via Moodle

**Return Date to Students**

Exam Week Friday (19 Oct 2018)  
via Moodle

**Weighting**

40%

**Minimum mark or grade**

Must Pass. Student must achieve a grade of at least 50%.

**Assessment Criteria**

1. Abstract, Background Information and PICO question (5 points).
2. Methodology including search strategy, inclusion/exclusion criteria, data extraction, and quality assessment (10 points).
3. Results (including description of study selection and study characteristics, risk bias, and a synthesised summary of findings), Discussion (critical analysis of findings), and Conclusion (15 points).
4. Writing style, APA referencing and formatting are accurately and appropriately used (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