



# ALLH14002 Research Project for Health Professionals 1

## Term 2 - 2024

Profile information current as at 08/07/2025 05:45 pm

All details in this unit profile for ALLH14002 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

Research forms the foundation of high quality, evidence-based clinical practice. As a health professional, it is important that you understand how to develop, analyse and use research to facilitate improvement in health outcomes. In this unit, you will develop the knowledge and skills necessary to ethically design a health research project. You will extend your critical thinking and analytical skills through exploration and evaluation of the current health literature to identify a clinically relevant research question. This unit requires you to demonstrate responsibility and accountability for your own learning and work collaboratively with others to develop your research methodology and begin data collection. You will also be required to apply academic conventions to oral and written communication of your research plan. You will finalise your research project in a subsequent term in your capstone research unit - Research Project for Health Professionals 2.

### 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

Students must have successfully completed 96 credit points of study within CB66, CB84 or CB87 courses. As part of those 96 credit points, students need to have successfully completed ALLH12006 Evidence Based Practice for Health Professionals. Alternatively, students admitted into CC71 are also eligible to enrol in this unit.

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 - 2024

- Online
- 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. **Presentation**

Weighting: 40%

#### 2. **Research Assignment**

Weighting: 60%

### 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 Unit evaluations

**Feedback**

Students found the assessment requirements complicated and confusing.

**Recommendation**

It is recommended that the Unit Coordinator provides more detail on assessment requirements on Moodle and discusses all criteria with examples in an early tutorial.

#### Feedback from Unit evaluations

**Feedback**

Students appreciated the help, support and encouragement they received from the Unit Coordinator and their supervisors.

**Recommendation**

It is recommended that Unit Coordinator continues to include one-on-one and group encouragement, feedback and practical support in the tutorials alongside support from project supervisors.

## Unit Learning Outcomes

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

1. Appraise and synthesise relevant theory, knowledge and evidence to develop and support a research question relevant to health
2. Design and conduct a research project applying ethical principles relevant to your health discipline and the Australian context
3. Adapt communication to describe and justify your research design in different formats
4. Critically reflect on the relationships between theory, research, and clinical practice

## 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	3	4
1 - Presentation - 40%	•	•	•	•
2 - Research Assignment - 60%	•		•	•

### 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				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- EndNote or similar bibliographic software is recommended. EndNote is available free of charge from CQUniversity via the Library or IT services.
- CQUniversity Library Resources

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Kristie-Lee Alfrey** Unit Coordinator  
[k.alfrey@cqu.edu.au](mailto:k.alfrey@cqu.edu.au)

## Schedule

### Week 1 | Introduction to research - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES</b>		
<ul style="list-style-type: none"><li>• What is research?</li><li>• Evidence-based practice</li><li>• The research-practice relationship</li><li>• Generating research questions</li><li>• Scoping literature search</li></ul>		
<b>LIVE TUTORIAL</b>		
<ul style="list-style-type: none"><li>• Exploring your research interests and topic</li><li>• Exploring potential research questions</li><li>• Key words and strategies for your scoping search</li></ul>		

### Week 2 | Types of research questions & systematic literature searches - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Types of research questions
- Frameworks for quantitative vs. qualitative research questions
- Systematic database searches
- Tracking your searches

**LIVE TUTORIAL**

- Identifying and writing your research question
- More on database/literature searching

**Week 3 | Systematic review (Part 1) - 22 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Types of literature reviews
- Steps to conducting a systematic review

**LIVE TUTORIAL**

- Identifying topics/literature needed to begin to build your introduction and support the need for your research

**Week 4 | Ethics - 29 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- The importance of ethics
- Guidelines for ethical conduct
- Ethics applications at CQUniversity

**LIVE TUTORIAL**

- *Research Project*: Unpacking ethics applications
- *Systematic Review*: Review of inclusion/exclusion criteria and using systematic review software

**Week 5 | Quantitative research - 05 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Data sources
- Sampling
- Quantitative designs

**LIVE TUTORIAL**

- *Research Project*: Unpacking your research methodology
- *Systematic Review*: Screening titles and abstracts

**Vacation/Break week - 12 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 | Qualitative research - 19 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Approaches to qualitative research
- Sampling
- Collecting data

**LIVE TUTORIAL**

- *Research Project*: Progressing your research methodology
- *Systematic Review*: Screening titles and abstracts

**Week 7 | Presenting research - 26 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Structuring your presentation
- Creating presentation slides
- Tips for oral presentations

**LIVE TUTORIAL**

- Identifying key literature and ideas to support your research question
- Drafting your main arguments
- Planning your presentation

**Week 8 | Systematic review (Part 2) - 02 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Collecting your data
- Reviewing full texts
- Data extraction

**LIVE TUTORIAL**

- Building your presentations

**Week 9 | Writing your Introduction using academic writing - 09 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- Critical reading and notetaking
- Writing your introduction
- Tips for academic writing

**LIVE TUTORIAL**

- Finalising and practicing your presentations

**Week 10 | Research proposal presentations - 16 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**RECORDED LECTORIAL AND  
ONLINE INTERACTIVE ACTIVITIES**

- There are no recorded lectorials or online interactive activities this week

**LIVE TUTORIAL**

- You will present your live research proposal during, or as close as practical to, the scheduled Week 10 tutorial time

**Research Proposal Presentation**  
Due: Week 10 Tuesday (17 Sept 2024)  
9:00 am AEST

**Week 11 | Writing Workshop - 23 Sep 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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### RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES

- There are no recorded lectorials or online interactive activities this week

### LIVE TUTORIAL

- This week's tutorial will be conducted as a writing workshop to polish your introduction section

#### Week 12 | No new content - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>RECORDED LECTORIAL AND ONLINE INTERACTIVE ACTIVITIES</b> <ul style="list-style-type: none"><li>• There are no recorded lectorials or online interactive activities this week</li></ul> <b>LIVE TUTORIAL</b> <ul style="list-style-type: none"><li>• There is no formal tutorial this week; however, a casual drop-in session may be offered pending student need</li></ul>		

#### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Introduction for your Research Paper</b> Due: Review/Exam Week Monday (7 Oct 2024) 9:00 am AEST

#### Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

This unit consists of lectorials, HP5 activities, tutorials, and supervisor meetings. Lectorials are a series of short, pre-recorded videos that provide fundamental knowledge. HP5 activities consist of various types of e-activities, usually situated between lectorials to help reinforce your theoretical knowledge and understanding. Tutorials are designed to enable you to apply your theoretical understanding in a practical manner and support the general progression of your research. It is expected that you work through all lectorials and HP5 activities PRIOR to attending your weekly tutorial. Supervisor meetings act as an opportunity to discuss your research topic and progress with a field-relevant expert. Fortnightly 1-hour meetings or weekly 30-minute meetings are recommended, and should be organised by the student, at mutually agreed times.

## Assessment Tasks

### 1 Research Proposal Presentation

#### Assessment Type

Presentation

#### Task Description

For this assessment task, you will present a research proposal/protocol to your unit coordinator(s), research supervisors, peers and fellow students. If you are conducting your research with peers, you will present your proposal with your research group.

Your presentation should include a summary of the background literature on the topic, your research question(s) and justification for conducting your research. You will be expected to discuss the significance of the research to your health discipline, demonstrating consideration of the research-practice relationship (i.e., how might your research outcomes contribute to evidence-based practice? How did current clinical practice inform your selection of the research question



and design?). You will need to outline your research design, justify the selection of this design for your particular question, and identify any ethical and/or cultural considerations that relate to your project.

You need to support your oral presentation with the use of PowerPoint or similar (e.g., Prezi), applying presentation tips and guidelines reviewed in class. You are able to briefly refer to notes but are expected to discuss your topic versus read from your notes or a prepared script. **Your presentation can be a maximum of 10 minutes in length with five (5) additional minutes for questions and answers.** Your lecturer will provide timing cues and will stop your presentation at 10 minutes. Your peers and lecturers will then have the opportunity to make comments and ask questions about your presentation.

Please refer to the ALLH14002 Research Project for Health Professionals 1 Moodle page for additional information, including a detailed task description and submission requirements. It is recommended that you carefully review the instructions and use the rubric as a guide when preparing your proposal presentation.

### **Assessment Due Date**

Week 10 Tuesday (17 Sept 2024) 9:00 am AEST

You will submit a PDF version of your presentation slides by Tuesday Week 10, 9:00 am AEST. You will deliver your presentation within the allocated time in Week 10.

### **Return Date to Students**

Week 12 Friday (4 Oct 2024)

You will receive written feedback within 2 weeks of your presentation.

### **Weighting**

40%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50% on this task. It is important that you access the marking rubric, available on Moodle. This rubric provides you with detailed marking criteria that will assist you in completing the assessment task.

Section 1 assesses your ability to demonstrate understanding of the topic within the context of existing literature, through discussion of the material in your own words, with minimal to no reading. General oral presentation skills are also graded within this criterion. If you are conducting your research in a group, and therefore presenting a group, you will receive an individual grade for Section 1 of the rubric since it is specific to your oral presentation skills. It is your responsibility when designing your presentation to ensure that each member is able to individually demonstrate the criteria described in Section 1.

Section 2 assesses the overall accuracy and clarity of the content, the flow and organisation of the presentation (including balance of content across presenters if required), and format of presentation including choice of visuals and slide design. All members of the group will receive the same grade for this section of the rubric if you are working in a group. Note, if you are presenting as part of a research team, you need to ensure the presentation is balanced across presenters and that all group members can demonstrate content knowledge for the topics discussed. That is, you should not individually prepare separate 'parts' and present without collaborating with your team members to ensure shared knowledge.

Please refer to the ALLH14002 Research Project for Health Professionals 1 Moodle page for additional information,

including a detailed marking rubric. It is recommended that you carefully review the instructions and use the rubric as a guide when preparing your proposal presentation.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Each student must submit a PDF copy of the group's presentation slides via the ALLH14002 Moodle page by 9:00 am on Tuesday of Week 10. You will deliver your presentation within the allocated time in Week 10.

### Learning Outcomes Assessed

- Appraise and synthesise relevant theory, knowledge and evidence to develop and support a research question relevant to health
- Design and conduct a research project applying ethical principles relevant to your health discipline and the Australian context
- Adapt communication to describe and justify your research design in different formats
- Critically reflect on the relationships between theory, research, and clinical practice

## 2 Introduction for your Research Paper

### Assessment Type

Research Assignment

### Task Description

This is an independent and individual assessment task. If you are completing your research within a group, you will need to independently appraise the literature and write an introduction on your own. While some of the literature included in the background may be the same, it is expected that you will work independently to review, critically appraise, and integrate that literature into a cohesive written assessment. It is also expected that your discussion of that literature demonstrates independent thoughts and ideas.

Your introduction needs to describe your topic, providing context and background regarding what is already known in that area of the field. You will need to use what is known to identify gaps in the literature and justify why your project/review is needed. In other words, you need to use existing literature to provide a clear rationale/justification for the research you plan to carry out. Your rationale should also address the significance of your planned project and its potential outcomes. Your introduction must clearly state your research question(s) which should logically flow from the background information you provide. Thus, you are expected to apply information literacy to demonstrate a high level of communication, problem solving, critical thinking and reasoning in this assessment task.

Please refer to the ALLH14002 Research Project for Health Professionals 1 Moodle page for additional information, including a detailed task description and submission details. It is recommended that you carefully review the instructions and use the rubric as a guide when preparing your Introduction for your research paper.

### Assessment Due Date

Review/Exam Week Monday (7 Oct 2024) 9:00 am AEST

You will submit a Word Doc version of your Research Paper Introduction by Monday Review/Exam Week, 9:00 am AEST.

### Return Date to Students

Feedback on this assessment task will be provided via Moodle within 2 weeks of submission (21 Oct 2024).

### Weighting

60%

**Minimum mark or grade**

50%

**Assessment Criteria**

This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50% (i.e., minimum mark of 30/60). It is important that you access the marking rubric, available on Moodle. This rubric provides you with detailed marking criteria that will assist you in completing the assessment task. There are two sections to the rubric. Section 1 is based on your ability to appraise and integrate evidence to justify your research questions. Section 2 focuses on academic writing style and conventions and use of APA referencing and formatting.

Your introduction cannot exceed 1200 words. This includes in-text citations but not references listed on your reference page. NOTE: There are no marks specifically allocated to word limit in the rubric. The assessor will only review and grade the portion of your document that meets this guideline. That is, the assessor will not review or grade any content beyond the first 1200 words. Students are required to paraphrase information from sources rather than include direct quotations. Paraphrasing ensures the content is well integrated into the context of the text and provides students better opportunity to explain the significance of the information to their paper. If direct quotes are used, that information will not be considered in the grading of the work.

Please refer to the ALLH14002 Research Project for Health Professionals 1 Moodle page for additional information, including a detailed marking rubric. It is recommended that you carefully review the instructions and use the rubric as a guide when preparing your Introduction for your research paper.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

This assessment must be submitted as a Word document (.doc or .docx) via the ALLH14002 Moodle page by 9:00 am on Monday of Review/Exam Week.

**Learning Outcomes Assessed**

- Appraise and synthesise relevant theory, knowledge and evidence to develop and support a research question relevant to health
- Adapt communication to describe and justify your research design in different formats
- Critically reflect on the relationships between theory, research, and clinical 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