

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	HEALTH PROFESSIONAL RESEARCH 1
Unit ID:	NPHPS2101
Credit Points:	15.00
Prerequisite(s):	(NPHPS1401) (HEASP1022 or NHPRH1004) (HEASP1012 or NHPOT1012 or NHPPS1002)
Co-requisite(s):	Nil
Exclusion(s):	(NPHPS2402)
ASCED:	061799

Description of the Unit:

This unit introduces undergraduate students to practical and theoretical issues arising in quantitative and qualitative research in allied health. The students will become familiar with the process of research across both qualitative and quantitative traditions including developing researchable questions, choosing an appropriate study design, collecting data, analysing data, presenting and communicating research outcomes.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	✓	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

Knowledge:

- K1.** Explore methodology described in health and medical literature
- K2.** Describe the basic concepts and uses of different quantitative and qualitative research methods in health
- K3.** Identify strengths and limitations of qualitative and quantitative methods

Skills:

- S1.** Conduct appropriate statistical analyses for a given research question
- S2.** Contrast between qualitative and quantitative research methodologies

Application of knowledge and skills:

- A1.** Design a qualitative research study
- A2.** Apply research processes used in quantitative research methods in health

Unit Content:

The Professional Standards for Speech Pathologists in Australia (2020), Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018), The Physiotherapy Board of Australia (PBA) Code of Conduct (2014); Physiotherapy practice thresholds in Australia and Aotearoa New Zealand (2015), The Occupational Therapy Board of Australia (OTBA) Code of Conduct (2014); Australian Occupational Therapy Competency Standards (2018) National Quality and Safeguarding Framework (NQSF, 2018), National Safety and Quality Health Service (NSQHS) Standards (2017-2019) and National Aged Care Quality Standards (2019) have substantially informed the syllabus/content of this unit.

Topics may include:

- Essential stages in the research process
- Ethical considerations in health research
- Philosophical foundations
- Formulation of appropriate research questions
- Qualitative study designs (phenomenology; grounded theory; ethnography; narrative; participatory action)
- Quantitative study designs (true experimental; quasiexperimental; pre-experimental; non experimental)
- Sampling methods
- Data collection techniques (measurement; observation; questionnaires, in-depth interview; focus groups; routine sources of data)
- Data analysis (descriptive statistics; inferential statistics; coding; thematic analysis; content analysis)

- Sharing research knowledge before and after research studies are completed

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3	Contents from weeks 1, 2 and 3	Online quiz	15-25%
K1, K2, S1, S2 A1, A2	Demonstrate understanding of the research cycle using a provided data set	Group research assignment	40-50%
K1, K2, S1, S2 A1, A2	All topics covered in class and blended learning	Written assignment	30-40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit: No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)