

# Unit Outline (Higher Education)

**Institute / School:** Institute of Health and Wellbeing

**Unit Title:** Health Professional Research 2

**Unit ID:** NHPHS2102

**Credit Points:** 15.00

**Prerequisite(s):** (NHPHS2101 or NHPHS2402)

**Co-requisite(s):** Nil

**Exclusion(s):** (NHPHS3401)

**ASCED:** 061799

**Description of the Unit:**

This unit will deepen the theoretical knowledge in regard to clinical and academic research in allied health and provide experience with the application of this knowledge within a framework of evidence based practice. It will build on NHPHS2101 by exploring how to design and conduct a research project using quantitative and qualitative methodologies, the importance of ethical issues in research, and understanding research quality. This unit will reinforce principles, methods and skills required for evidence-based practice in allied health.

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

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**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.** Describe the theoretical concepts of quantitative and qualitative research methods in the allied health sciences
- K2.** Understand the 5-step evidence-based practice process for reviewing research evidence to support clinical practice
- K3.** Identify structured appraisal tools for critically analysing published research, assess the appropriate tool to appraise a variety of published research using quantitative or qualitative methodologies, and use the tool to critically appraise research
- K4.** Recognise and discuss the theoretical and applied dimensions of ethics as relevant to research in allied health sciences

#### Skills:

- S1.** Collect and analyse data
- S2.** Prepare a research report

#### Application of knowledge and skills:

- A1.** Apply theoretical concepts to critically appraise research literature
- A2.** Apply theoretical concepts to develop a brief research report that requires application of mixed methods

#### Unit Content:

The Professional Standards for Speech Pathologist 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:

- What is evidence based practice
- Critical appraisal of qualitative and quantitative study designs
- Internal validity (chance; bias; confounding)
- Critical Appraisal Tools (types; how to use)
- Reliability and validity of measurement tools
- Critical appraisal of data collection methods
- Interpreting results of qualitative study designs (rigour; trustworthiness)
- Interpreting the results of quantitative study designs (dichotomous data; continuous data)
- Clinical significance of qualitative and quantitative study designs

- Ethical considerations in evidence based practice
- Implementing research into clinical practice

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	K1, K3, S1, S2, A2	AT1, AT2
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply leadership skills and behaviours</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	K4	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas.</p> <p>Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	A1, A2	AT2
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks</p> <p>Students will be required to display high-level skills in:</p> <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	K4, S1, A1, A2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to think ethically and sustainably.</p> <p>Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	K3, K4	AT2

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, A1	Critical appraisal of a research paper	Written Assessment	40-60%
K1, K2, K4, S1, S2, A2	Research report	Research Assignment	40-60%

**Adopted Reference Style:**

APA

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

 Fed Cite - [referencing tool](#)