

# Unit Outline (Higher Education)

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

**Unit Title:** Health Professional Research 2

**Unit ID:** NPHPS3401

**Credit Points:** 15.00

**Prerequisite(s):** (NPHPS2402)

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

**Exclusion(s):** Nil

**ASCED:** 061799

**Description of the Unit:**

This course will deepen the theoretical knowledge in regard to clinical and academic research in the allied health sciences and provide experience with the application of this knowledge. It will build on NPHPS2402 by exploring how to design and conduct a research project using qualitative and qualitative methodologies, the importance of ethical issues in research, and understanding research quality. This course 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

**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 course 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 course.

Topics may include:

- The nature of research
- Using literature and evidence-based practice
- Critical appraisal tools
- Measures of morbidity and mortality, measures of association
- Applied quantitative, qualitative and mixed methods research
- Reliability and validity
- Survey design
- Research ethics
- Cultural considerations in health research

- Publishing research

### Graduate Attributes

Federation graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, A1, A2	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A1, A2	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S2, A2	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	N/A	N/A

### 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](#)