



PHTY819

Advanced Research Training

S2 Day 2015

Department of Health Professions

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Changes from Previous Offering</u>	10

Disclaimer

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General Information

Unit convenor and teaching staff Unit Convenor Dr Karen Peebles karen.peebles@mq.edu.au
Credit points 4
Prerequisites PHTY815
Corequisites
Co-badged status
Unit description This unit will consist of two modules. The first module will involve a seminar series showcasing and evaluating the work of distinguished scientists in physiotherapy and related fields. In the second module, students will develop a full proposal for the dissertation topic identified in PHTY815 and for completion in PHTY821. Throughout both modules students will extend their skills developed in PHTY804 to understand advanced methodological, regulatory and professional aspects of physiotherapy research.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

- Discuss the national regulatory and ethical issues underpinning research in health care, in the context of NHMRC National Statement on Ethical Conduct in Human Research
- Explain the contribution of high quality research to the advancement of physiotherapy practice and the profession
- Work collaboratively with peers, staff and guest researchers to convene professional research seminars
- Discuss contemporary career pathways for physiotherapists that involve the conduct or leadership of physiotherapy research

Demonstrate advanced skills in the methodology, analysis and critical appraisal of epidemiological studies, clinical trials, qualitative studies and experimental research

Prepare a research proposal in accordance with relevant regulatory and ethical requirements

Present and justify a research proposal which meets time and funding constraints

General Assessment Information

Assessment/Standards

Macquarie University uses the following grades in coursework units of study:

HD	High Distinction	85-100
D	Distinction	75-84
CR	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy, which is available at: <http://www.mq.edu.au/policy/docs/grading/policy.html>

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes and complete all assessment tasks.

Further details for each assessment task will be available on iLearn including marking rubrics.

All final grades in the Department of Health Professions are determined by a grading committee and are not the sole responsibility of the Unit Convenor.

Students will be awarded one of these grades plus a Standardised Numerical Grade (SNG). The SNG is not necessarily a summation of the individual assessment components. The final grade and SNG that are awarded reflect the corresponding grade descriptor in the Grading Policy.

Extensions for Assessment Tasks

Applications for assessment task extensions must be submitted via www.ask.mq.edu.au. For further details please refer to the Disruption to Studies Policy available at http://mq.edu.au/policy/docs/disruption_studies/policy.html

Late Submission of Work

All assignments which are officially received after the due date, and where no extension has been granted by the course convenor or tutor, will incur a deduction of 10% for the first day, and 10% for each subsequent day including the actual day on which the work is received. Weekends

and public holidays are included. For example:

Due Date	Date received	Days Late	Raw Mark	Deduction	Final Mark
Friday, 14th	Monday, 17 th	3	75%	30%	45%

Assessment Tasks

Name	Weighting	Due
<u>Skill development</u>	25%	Week 10
<u>Seminar series</u>	25%	Weeks 4-8
<u>Project plan</u>	50%	Week 13

Skill development

Due: **Week 10**

Weighting: **25%**

Submission of drafts of the i) spreadsheet for data collection (Excel); ii) example of an SPSS data sheet; and iii) example of a graph (prepared in Excel) that could be used for your thesis (PHTY 901, 2016). These activities will test skills that were taught in the tutorials, will provide early feedback on a component of your project plan and ultimately assist in the data analysis of your thesis (PHTY 901, 2016).

On successful completion you will be able to:

- Discuss the national regulatory and ethical issues underpinning research in health care, in the context of NHMRC National Statement on Ethical Conduct in Human Research
- Prepare a research proposal in accordance with relevant regulatory and ethical requirements

Seminar series

Due: **Weeks 4-8**

Weighting: **25%**

Students will be involved in convening, participating and reflecting on the three physiotherapy showcase seminars. They will assist with organising the seminar series including: hosting, introducing and questioning the distinguished researcher. To complete the assessment Individual students will be required to submit a written (750 -1000 words) reflection on distinguished researcher's career and their impact on the physiotherapy profession.

On successful completion you will be able to:

- Explain the contribution of high quality research to the advancement of physiotherapy practice and the profession
- Work collaboratively with peers, staff and guest researchers to convene professional research seminars
- Discuss contemporary career pathways for physiotherapists that involve the conduct or leadership of physiotherapy research

Project plan

Due: **Week 13**

Weighting: **50%**

Submission of full research project plan including: i) spreadsheet for data collection (Excel); ii) example of an SPSS data sheet; and iii) example of a graph (prepared in Excel) that could be used in your thesis. Approximately 3000 words.

On successful completion you will be able to:

- Discuss the national regulatory and ethical issues underpinning research in health care, in the context of NHMRC National Statement on Ethical Conduct in Human Research
- Demonstrate advanced skills in the methodology, analysis and critical appraisal of epidemiological studies, clinical trials, qualitative studies and experimental research
- Prepare a research proposal in accordance with relevant regulatory and ethical requirements
- Present and justify a research proposal which meets time and funding constraints

Delivery and Resources

Unit organisation

This is a 4 credit point unit run over a 13 week session. The unit comprises lectures, tutorials and workshops. Further information on the timetable is available on iLearn.

Assumed knowledge

The unit builds and integrates material from evidence-based health care (PHTY804).

Teaching and Learning Strategy

This unit will have a 1 hour lecture per week and a 2 hour tutorial some weeks. Further details will be available on iLearn.

Attendance

All lectures and tutorials are scheduled in your individual timetable. You may make a request to your tutor to attend a different tutorial on a one-off basis for extenuating circumstances. In most

cases lectures are recorded however, attendance is expected at both lectures and tutorials, as this is where the majority of learning occurs. Failure to attend may impact your final results. It is the responsibility of the student to contact their tutor by email to inform tutors if they are going to be absent. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>.

Textbooks

There are no specific textbooks for this unit.

Readings

The readings for each week will be listed on iLearn as required. For readings that are journal articles available electronically through the library it is your responsibility to find and download these. For readings that are chapters from a textbook and meet copyright restrictions they will be available on e-reserve as a PDF.

Other resources

Additional resources (e.g. statistics courses) will be available on iLearn.

Technology and equipment

On-campus

Teaching rooms are equipped with state of art audio-visual and ICT equipment including ipads, laptops, internet connection, high quality video cameras and multiple LCD screens. Students will use a range of physiotherapy specific equipment typically used in the assessment and management of people with a range of health conditions.

Off-campus

To study optimally when off campus you will need to have access to a reliable internet connection to retrieve unit information & at times to submit assessment tasks via iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their

professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Discuss the national regulatory and ethical issues underpinning research in health care, in the context of NHMRC National Statement on Ethical Conduct in Human Research
- Work collaboratively with peers, staff and guest researchers to convene professional research seminars

Assessment tasks

- Seminar series
- Project plan

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcome

- Demonstrate advanced skills in the methodology, analysis and critical appraisal of epidemiological studies, clinical trials, qualitative studies and experimental research

Assessment task

- Project plan

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate advanced skills in the methodology, analysis and critical appraisal of epidemiological studies, clinical trials, qualitative studies and experimental research
- Prepare a research proposal in accordance with relevant regulatory and ethical requirements

- Present and justify a research proposal which meets time and funding constraints

Assessment tasks

- Skill development
- Project plan

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Discuss the national regulatory and ethical issues underpinning research in health care, in the context of NHMRC National Statement on Ethical Conduct in Human Research
- Demonstrate advanced skills in the methodology, analysis and critical appraisal of epidemiological studies, clinical trials, qualitative studies and experimental research
- Prepare a research proposal in accordance with relevant regulatory and ethical requirements
- Present and justify a research proposal which meets time and funding constraints

Assessment tasks

- Skill development
- Project plan

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Explain the contribution of high quality research to the advancement of physiotherapy practice and the profession
- Work collaboratively with peers, staff and guest researchers to convene professional research seminars
- Prepare a research proposal in accordance with relevant regulatory and ethical

requirements

Assessment tasks

- Seminar series
- Project plan

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Explain the contribution of high quality research to the advancement of physiotherapy practice and the profession
- Work collaboratively with peers, staff and guest researchers to convene professional research seminars
- Discuss contemporary career pathways for physiotherapists that involve the conduct or leadership of physiotherapy research

Assessment task

- Seminar series

Changes from Previous Offering

There are some modifications to the lecture content and assessment tasks based on 2014 student feedback. In particular we have added lectures and tutorials related to the use of Excel and SPSS. These will help prepare students for analysis of their research data. To align with the above we have added a skill development activity, which will provide early feedback for a component of the project plan and ultimately assist in data collection during the experimental phase of their research project (PHTY901, 2016).