



CHIR8201

Postgraduate Advanced Research I

Session 1, Online-scheduled-weekday 2023

Department of Chiropractic

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General Information

Unit convenor and teaching staff Unit Convenor Simon French simon.french@mq.edu.au
Credit points 10
Prerequisites CHIR8511 and CHIR8512 and (CHIR8513 or CHIR8503 or CHIR918) and (CHIR8514 or CHIR8504 or CHIR919)
Corequisites
Co-badged status
Unit description This unit, together with CHIR8202, develops a student's ability to critique, evaluate and synthesise biomedical research. These skills are crucial for life-long learning and are essential in evidence-informed clinical practice. In this unit, students will work in groups to develop and execute a medium term, capstone research project to answer a specific research question/s.

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:

ULO1: Critically appraise research literature on a specific clinically relevant topic and identify areas requiring further research

ULO2: Apply knowledge in research methods to analyse, interpret and assess research findings

ULO3: Effectively communicate the design of a research protocol to your peers and experienced academics using verbal and written methods

ULO4: Demonstrate knowledge of research methods by designing a research protocol to answer a specific research question in a clinically relevant area

General Assessment Information

ASSESSMENT OPTIONS

Students will choose one of two group assessment options:

Option 1: Research Project There will be a limited number of research projects available. These projects will be nominated by academics and researchers in the Department of Chiropractic. These projects will involve a group of students (typically four) working together on the project for this unit and for CHIR8202 in S2. In CHIR8201 students will develop the research protocol, and in CHIR8202 students will carry out the research.

Option 2: Case Report Students will select one of their patients in the student clinic and write a detailed case report to inform their management. These projects will involve three or four students working together on a single case. This case report will include a comprehensive evaluation of the literature related to the patient's clinical condition, and will identify research gaps. The group of students will then address these gaps by designing a research protocol for CHIR8202 in S2.

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

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

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60

7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online quiz #1	20%	No	Week 7, Thursday 6th April, 9am
Online quiz #2	20%	No	Week 13, Thursday 1st June, 9am
Research plan/Case study presentation	30%	No	Week 12 and Week 13, during tutorial times
Research Plan Written Report	30%	No	Thursday 8th June, 11.55pm

Online quiz #1

Assessment Type ¹: Examination

Indicative Time on Task ²: 1 hours

Due: **Week 7, Thursday 6th April, 9am**

Weighting: **20%**

Multiple choice questions that evaluate student learning of lecture and tutorial material. The assessment will be held in the scheduled lecture time.

On successful completion you will be able to:

- Critically appraise research literature on a specific clinically relevant topic and identify areas requiring further research
- Apply knowledge in research methods to analyse, interpret and assess research findings

Online quiz #2

Assessment Type ¹: Examination

Indicative Time on Task ²: 1 hours

Due: **Week 13, Thursday 1st June, 9am**

Weighting: **20%**

Multiple choice questions that evaluate student learning of lecture and tutorial material. The assessment will be held in the scheduled lecture time.

On successful completion you will be able to:

- Critically appraise research literature on a specific clinically relevant topic and identify areas requiring further research
- Apply knowledge in research methods to analyse, interpret and assess research findings

Research plan/Case study presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 20 hours

Due: **Week 12 and Week 13, during tutorial times**

Weighting: **30%**

In class, oral research presentation about the research protocol/case study; 8 minute presentation, 2 minute question time.

On successful completion you will be able to:

- Critically appraise research literature on a specific clinically relevant topic and identify areas requiring further research
- Effectively communicate the design of a research protocol to your peers and experienced academics using verbal and written methods
- Demonstrate knowledge of research methods by designing a research protocol to answer a specific research question in a clinically relevant area

Research Plan Written Report

Assessment Type ¹: Report

Indicative Time on Task ²: 30 hours

Due: **Thursday 8th June, 11.55pm**

Weighting: **30%**

The student research protocol/case study will be written up in the format of a journal article (approximately 2000 words), ready for submission for publication in a peer reviewed journal. One

research protocol/case study report will be submitted per group, with contributions from each student.

On successful completion you will be able to:

- Critically appraise research literature on a specific clinically relevant topic and identify areas requiring further research
- Effectively communicate the design of a research protocol to your peers and experienced academics using verbal and written methods
- Demonstrate knowledge of research methods by designing a research protocol to answer a specific research question in a clinically relevant area

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

This unit comprises teaching materials on advanced research methods, plus the planning and write up of a group research protocol, or group case study. As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings, lectures, and small group activities. Details can be found on the iLearn site for this unit.

Recommended Readings

Foundations of clinical research: applications to evidence- based practice, Portney, LG; EBSCO Publishing (Firm), 4th edition. Philadelphia, PA: F.A. Davis Company 2020

Available as an eBook in the library

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Delivery mode

Students should approach the content of this unit through self-directed learning. Some students in this unit will be assigned to a research project group. Each research project is linked to an

academic advisor who will provide mentorship and guidance on completing the research protocol and project over the entire year, continuing into CHIR8202. Learning in this aspect of the unit occurs via student/supervisor engagement. Other students working on the group case report will need to select a patient from the student clinic to write up into an evidence-based case report.

Lectures will be delivered online and provide a high-level overview of research skills taught throughout the chiropractic programs, in addition to more advanced topics that aim to help you develop your research protocol or case report. These lectures will cover the main clinical research methods relevant to chiropractic practice, providing relevant material for the unit's substantial research project or case report.

Students will be allocated to a 2-hour tutorial group, online or in person. In these tutorials students will work on activities related to the topic covered in that week's lecture, meet with their supervisor, or participate in presentations of the research groups' protocol or case report as both a presenter and audience participant. Tutorial attendance and participation is strongly recommended.

Attendance and participation requirements

You must attend the tutorial in which you are enrolled, and you are strongly recommended to attend and participate in at least 80% of tutorials. If you miss your assigned tutorial in any week, you may attend at an alternative session, through email request to the unit convenor.

If you are part of a research project group, you are also required to meet with your project supervisor (in person or via Zoom) **a minimum of four times during the Session**. The research plan written report must include the meeting schedule and minutes of these meetings as an Appendix. Some tutorial time will be made available for you to meet with your supervisor, but other meeting times will be necessary.

Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

INCLUSION AND DIVERSITY

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

PROFESSIONALISM

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this

unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.