



PHTY8303

Advanced Research Training

Session 2, In person-scheduled-infrequent, North Ryde 2024

Department of Health Sciences

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	5
<u>General Assessment Information</u>	6
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	10
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	12
<u>Changes from Previous Offering</u>	13
<u>Inclusion and Diversity</u>	14
<u>Professionalism</u>	14

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General Information

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Credit points

10

Prerequisites

(PHTY815 or PHTY8207) and (PHTY812 or PHTY8204) and (PHTY813 or PHTY8205) and (PHTY814 or PHTY8206)

Corequisites

Co-badged status

Unit description

This unit will extend your research skills to develop a deep and contemporary understanding of methodological, regulatory and professional aspects of physiotherapy research. You will work closely with a research supervisor to integrate your professional, clinical and research skills to plan a research project. This will include justifying the research aims through thorough background research of the topic area, and clearly articulating the methodological process required to meet the research aims.

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: Apply ethical principles within the national research regulatory framework to your own research practices. (Professional)

ULO2: Critically appraise the quality and contribution of current research evidence relevant to your research topic, to justify a research question relevant to contemporary physiotherapy and/or healthcare. (Scientist and Scholar)

ULO3: Work effectively and professionally with a research supervisor, and other research collaborators as required, to plan a research project, including clear and pragmatic methodology that is appropriate to achieve the research aims. (Scientist and Scholar)

ULO4: Effectively communicate a comprehensive understanding of a research topic, methodology and your own current research skills. (Clinical Practitioner)

ULO5: Identify areas for and apply both independent and collaborative strategies to advance your research knowledge and skills relevant to your research project. (Scientist and Scholar)

General Assessment Information

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](#).

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.

Grading of Assessments

You will receive a grade for each assessment within this unit. The grades awarded will reflect a holistic evaluation of the work against the criteria outlined within the corresponding assessment rubric. Numerical marks will be calculated for each assessment based on the following percentages, and rounded to the nearest full mark:

- High distinction (HD) – 95%
- Distinction (D) – 80%
- Credit (C) – 70%
- Pass (P) – 60%

- Pass threshold (P-) – 50%
- Fail (F) – 40%

Submission of an incomplete assessment task may result in the Fail (F) grade to be awarded a numerical grade below 40%.

Should you encounter any personal issues or concerns in regard to health and wellbeing during your studies you can also gain personal support and advice on campus. Please see the following link for further information: <https://students.mq.edu.au/support/personal>

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
Learning plan - part A	10%	No	Week 5 (23/8/24)

Name	Weighting	Hurdle	Due
Project Plan	40%	No	Week 12 (23/10/24)
Learning plan - part B	30%	No	Week 13 (31/10/24)
Oral Presentation	20%	No	Week 16 (21/11/24)

Learning plan - part A

Assessment Type ¹: Learning plan

Indicative Time on Task ²: 5 hours

Due: **Week 5 (23/8/24)**

Weighting: **10%**

You will set a learning plan to ensure you have the appropriate research and/or communication skills to successfully complete your research project.

On successful completion you will be able to:

- Work effectively and professionally with a research supervisor, and other research collaborators as required, to plan a research project, including clear and pragmatic methodology that is appropriate to achieve the research aims. (Scientist and Scholar)
- Effectively communicate a comprehensive understanding of a research topic, methodology and your own current research skills. (Clinical Practitioner)
- Identify areas for and apply both independent and collaborative strategies to advance your research knowledge and skills relevant to your research project. (Scientist and Scholar)

Project Plan

Assessment Type ¹: Project

Indicative Time on Task ²: 30 hours

Due: **Week 12 (23/10/24)**

Weighting: **40%**

You will prepare and write a research project plan, including a critical review of relevant literature.

On successful completion you will be able to:

- Apply ethical principles within the national research regulatory framework to your own research practices. (Professional)
- Critically appraise the quality and contribution of current research evidence relevant to your research topic, to justify a research question relevant to contemporary physiotherapy and/or healthcare. (Scientist and Scholar)
- Effectively communicate a comprehensive understanding of a research topic, methodology and your own current research skills. (Clinical Practitioner)

Learning plan - part B

Assessment Type ¹: Learning plan

Indicative Time on Task ²: 15 hours

Due: **Week 13 (31/10/24)**

Weighting: **30%**

You will provide evidence of achievement towards your learning plan.

On successful completion you will be able to:

- Work effectively and professionally with a research supervisor, and other research collaborators as required, to plan a research project, including clear and pragmatic methodology that is appropriate to achieve the research aims. (Scientist and Scholar)
- Effectively communicate a comprehensive understanding of a research topic, methodology and your own current research skills. (Clinical Practitioner)
- Identify areas for and apply both independent and collaborative strategies to advance your research knowledge and skills relevant to your research project. (Scientist and Scholar)

Oral Presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 15 hours

Due: **Week 16 (21/11/24)**

Weighting: **20%**

You will deliver an oral presentation of your research project plan.

On successful completion you will be able to:

- Apply ethical principles within the national research regulatory framework to your own research practices. (Professional)
- Critically appraise the quality and contribution of current research evidence relevant to your research topic, to justify a research question relevant to contemporary physiotherapy and/or healthcare. (Scientist and Scholar)
- Effectively communicate a comprehensive understanding of a research topic, methodology and your own current research skills. (Clinical Practitioner)

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

Assumed knowledge

This unit builds and integrates material from previous semesters, particularly Evidence-based Healthcare and Healthcare Complexity and Physiotherapy.

Teaching and Learning Strategy

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings, online modules, videos and lectures. This unit encompasses an active learning approach where you will be expected to actively engage in enhancing your own learning experience. Details can be found on the iLearn site for this unit. A blended learning and teaching strategy is implemented within this unit with online modules providing content and interactive activities such as quizzes and forums, which is further built upon in campus-based tutorials. Tutorials will focus on extending your current knowledge, skills and application in research settings and writing feedback sessions will be provided to assist with scientific research skills. You will meet with your research supervisors on a regular basis, either individually or in a group, to discuss your research project and plans. You will also be required to independently identify aspects of your research skills that require further development and engage active strategies to achieve these. The teaching approach will be based on you developing a deep understanding of the principles and the ability to independently solve problems. Also included within the unit will be a focus upon increasing your digital literacy and advanced communication skills, with creativity and innovation being embraced.

Unit Organisation

This is a ten credit point unit run over the session. Overall, it is anticipated that you spend approximately 150 hours across the session on this unit. Within this session there will be approximately 8 hours of campus-based tutorials, with a further 16 hours of online activities, including preparation for tutorials. You will also spend approximately 60 hours on your research activities, including academic mentorship for your scientific writing and regular research meetings with your supervisor. You will need to allow approximately 65 hours for assessment based work.

Recommended readings

There is no compulsory textbook for this unit. Resources will be referred to throughout the unit with specific information provided on the unit iLearn site. You will be expected to independently search for resources relevant to your research project, and your research supervisor will provide guidance as required.

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.

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. You will have access to a range of physiotherapy specific equipment if required for use in your research projects.

Off-campus

To study optimally off campus you will need to have access to a reliable internet connection to retrieve unit information, undertake independent study, participate in online research meetings & to submit assessment tasks via iLearn.

Consultation with staff

All staff will be available for individual consultation. See iLearn for contact details.

Unit Schedule

Across the semester you will engage in tutorials focused on research ethics, integrity, design, data management and scientific writing. Detailed information pertaining to the unit schedule can

be found on iLearn.

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.

Changes from Previous Offering

There are no changes from the previous offering.

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 (e.g., meetings with research supervisor).

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.

Unit information based on version 2024.01 of the [Handbook](#)