



# CHIR921

## Postgraduate Advanced Research I

S1 Day 2019

*Dept of Chiropractic*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Course convenor

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Contact via Email

By appointment: Level 3, 17 Wally's Walk (C5C)

Lecturer

Katie de Luca

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Credit points

4

Prerequisites

CHIR918 and CHIR919

Corequisites

Co-badged status

Unit description

This unit, together with CHIR922, 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:

Learn to analyse, interpret and assess data from research findings

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

Design a primary or secondary research project to create new knowledge in a clinically relevant area

Write up a research protocol for a medium term, capstone research project designed to answer a specific research question/s

Organise and manage a medium term, capstone research project designed to answer a specific research question/s

## General Assessment Information

### Overview

This unit involves a refresher course on research methods, plus the formulation and write up of a research protocol. The focus of this research protocol is a project that you will undertake and complete in unit CHIR 922. For the research protocol, you will be in a group of 4 student members who will work together with your supervisor to produce the protocol.

All written assessments must be submitted electronically via Turnitin. All assessment tasks must be submitted by the due dates outlined in the unit guide.

Students who are unable to submit an assessment or unable to meet a specific deadline should submit a 'Special Consideration' request. For information on this process please visit the link: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Failure to submit an assessment task on the due date without an appropriate Special Consideration will result in a loss of 10% per 24-hour period after the due date for that particular task, for example, 25 hours late in submission = 20% penalty.

### Serious and Unavoidable circumstances

The University classifies circumstances as serious and unavoidable if they:

1. could not have reasonably been anticipated, avoided or guarded against by the student; and
2. were beyond the student's control; and
3. caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
4. occurred during an event critical study period and were at least three (3) consecutive days duration or a total of 5 days within the teaching period; and/or
5. prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through Campus Wellbeing and Support Services.

### Assessment Tasks

| Topic                        | %   | Timing   |
|------------------------------|-----|--|
| In-class exam #1             | 20% | Week 8, 2nd May 2019   |
| In-class exam #2             | 20% | Week 13, 6 <sup>th</sup> June 2019   |
| Research plan presentation   | 30% | <i>Presentation:</i> Week 12, 30 <sup>th</sup> May 2019 and Week 13, 6 <sup>th</sup> June 2019 |
| Research plan written report | 30% | <i>Written report:</i> 20 <sup>th</sup> June 2019  |

## Assessment Tasks

| Name                                | Weighting | Hurdle | Due                        |
|-------------------------------------|-----------|--------|----------------------------|
| <u>In-class exam #1</u>             | 20%       | No     | 8am Week 8, 2nd May 2019   |
| <u>In-class exam #2</u>             | 20%       | No     | 8am Week 13, 6th June 2019 |
| <u>Research Plan Presentation</u>   | 30%       | No     | Weeks 12-13                |
| <u>Research Plan Written Report</u> | 30%       | No     | 20th June 2019             |

### In-class exam #1

Due: **8am Week 8, 2nd May 2019**

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:

- Learn to analyse, interpret and assess data from research findings

### In-class exam #2

Due: **8am Week 13, 6th June 2019**

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:

- Learn to analyse, interpret and assess data from research findings
- Critically appraise the literature on a specific clinically relevant topic and identify areas requiring further research

## Research Plan Presentation

Due: **Weeks 12-13**

Weighting: **30%**

In class, oral research presentation about the research protocol and some initial results (where available). Each student will present the research protocol for their research project. 10 minute presentation, 5 minute question time. The guidelines and rubric for this assessment task will be available on the iLearn site.

On successful completion you will be able to:

- Critically appraise the literature on a specific clinically relevant topic and identify areas requiring further research
- Design a primary or secondary research project to create new knowledge in a clinically relevant area
- Write up a research protocol for a medium term, capstone research project designed to answer a specific research question/s
- Organise and manage a medium term, capstone research project designed to answer a specific research question/s

## Research Plan Written Report

Due: **20th June 2019**

Weighting: **30%**

The student research protocol 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 report will be submitted per group, with contributions from each student. The guidelines and rubric for this assessment task will be available on the iLearn site.

On successful completion you will be able to:

- Critically appraise the literature on a specific clinically relevant topic and identify areas requiring further research
- Design a primary or secondary research project to create new knowledge in a clinically relevant area
- Write up a research protocol for a medium term, capstone research project designed to answer a specific research question/s
- Organise and manage a medium term, capstone research project designed to answer a specific research question/s

## Delivery and Resources

### Recommended text book

Portney LG, Watkins MP (2013). Foundations of Clinical Research: Applications to Practice, 3rd Edition, Pearson Education Limited

<https://ebookcentral.proquest.com/lib/mqu/detail.action?docID=5175590>

### Other relevant text books

Herbert R, Jamtvedt G, Hagen KB, Mead J (2012). Practical evidence-based physiotherapy. 2nd Edition, Churchill Livingstone

Adams J, et al (2007). Researching Complementary and Alternative Medicine. Abingdon, Oxon; New York: Routledge

### Delivery mode

Students should approach the content of this unit through self-directed learning. 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 CHIR922. Learning in this aspect of the unit occurs via student/supervisor engagement.

Lectures will 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. These lectures will review the main clinical research methods relevant to chiropractic practice, providing relevant material for the unit's substantial research project.

Students will be allocated to a 2-hour tutorial group. 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 as both a presenter and audience participant. **Tutorial attendance and participation is required.**

### Attendance and participation requirements

You must attend the tutorial in which you are enrolled, and you are required to attend and participate in 80% of tutorials. Students must not exchange their class time. In special circumstances, you may request a specific change. These requests are to be submitted to the unit convener. If you miss your assigned workshop in any week, you may request attendance at an alternative session, through email request and appropriate documentation to the unit convenor.

Further details on class time and locations for this unit can be found at:

<https://timetables.mq.edu.au/2019/>

You are also required to meet with your project supervisor (face to face, or via Skype/Zoom) a **minimum of four times during the Session**. The research plan report must include the meeting schedule and minutes of these meetings as an Appendix.

## Unit Web Page

You can log in to iLearn learning system using the link below:

<http://ilearn.mq.edu.au>

## Unit Schedule

| Lecture | Date    | Topic  | Lecturer                                 |
|---------|---------|--|--|
| 1       | 28/2/19 | Unit introduction, students and supervisor expectations.<br>Why Do Research? What is Research? | Simon French                             |
| 2       | 7/3/19  | Clinical practice guidelines   | André Bussi eres                         |
| 3       | 14/3/19 | Framing the problem and formulating research questions   | Katie de Luca                            |
| 4       | 21/3/19 | Library services and resources for chiropractic students                                       | Fiona Jones, Abigail Baker, and Jo Hardy |
| 5       | 28/3/19 | Systematic and scoping reviews   | Joshua Zadro                             |
| 6       | 4/4/19  | Cochrane Risk of Bias & GRADE  | Ben Brown                                |
| 7       | 11/4/19 | Research Designs: Quantitative and Qualitative*  | Simon French                             |
| 8       | 2/5/19  | In class exam #1   | N/A                                      |
| 9       | 9/5/19  | Ethics and research integrity  | Kandy White                              |
| 10      | 16/5/19 | Sampling, data collection and analysis   | Reidar Lystad                            |
| 11      | 23/5/19 | Writing a journal article  | Katie de Luca                            |
| 12      | 30/5/19 | Knowledge translation and course summary   | Simon French                             |
| 13      | 6/6/19  | In class exam #2   | N/A                                      |

\* Lecture for “Research Designs: Qualitative” will be available on iLearn

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## Graduate Capabilities

### 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 outcomes

- Learn to analyse, interpret and assess data from research findings
- Design a primary or secondary research project to create new knowledge in a clinically relevant area

#### Assessment tasks

- In-class exam #1
- In-class exam #2
- Research Plan Presentation
- Research Plan Written Report

### 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

- Learn to analyse, interpret and assess data from research findings
- Critically appraise the literature on a specific clinically relevant topic and identify areas requiring further research
- Write up a research protocol for a medium term, capstone research project designed to answer a specific research question/s
- Organise and manage a medium term, capstone research project designed to answer a specific research question/s

## Assessment tasks

- In-class exam #1
- In-class exam #2
- Research Plan Presentation
- Research Plan Written Report

## 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

- Design a primary or secondary research project to create new knowledge in a clinically relevant area
- Write up a research protocol for a medium term, capstone research project designed to answer a specific research question/s
- Organise and manage a medium term, capstone research project designed to answer a specific research question/s

## Assessment tasks

- Research Plan Presentation
- Research Plan Written Report

## 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**

- Design a primary or secondary research project to create new knowledge in a clinically relevant area
- Write up a research protocol for a medium term, capstone research project designed to answer a specific research question/s
- Organise and manage a medium term, capstone research project designed to answer a specific research question/s

## **Assessment tasks**

- Research Plan Presentation
- Research Plan Written Report

## **Changes since First Published**

| Date       | Description   |
|------------|---|
| 29/03/2019 | There was an error for the date for one of the exams, now corrected |