

HLT400 Research Dissertation A: Literature Review and Research Questions in Health

School: School of Health - Physiotherapy

2027 Trimester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course you will be supported to undertake a literature review and to refine research questions for your research project. You will extend your skills in searching for evidence, critical appraisal, and discussing implications for research and clinical practice. Participation in a journal club will further extend your knowledge and skills to engage in evidence-based practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Seminar – Introduction to course and assessment support	1hr	Week 1	2 times
Learning materials – Online resources to assist students in preparing for tutorial sessions and conducting research	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Weeks 1-7, 12: Research Skills & Support Weeks 8-11: Journal Club & Clinical Reasoning	2hrs	Week 1	12 times

1.3. Course Topics

- Principles of evidence-based practice, and implications for health and health care
- Using research evidence to inform assessment and treatment decisions
- Identifying research topics in health and health care that are relevant to clinical practice
- Overview of quantitative versus qualitative research approaches and study designs, and potential biases
- Developing and justifying research aims and research questions (including PICO and other frameworks)
- Conducting a literature search and selecting high quality and relevant research evidence to review
- Critical appraisal of research studies, including the level of evidence, methodological quality and relevance
- Applying and translating research findings in clinical practice within discipline areas and different domains of practice
- Preparing for journal club presentations and contributing to peer discussions regarding the type/quality of evidence and applicability of findings
- Expectations regarding respectful, ethical and professional behaviour when conducting research and working with others
- Developing effective communication, collaboration, and conflict management skills to work well within a team
- Developing leadership, project management and organisational skills to meet task deadlines and produce high quality work
- Revision of academic integrity, plagiarism, academic writing and referencing skills relevant to undertaking research

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Physiotherapy Board of Australia
1 Develop research questions that are specific, answerable and relevant to client care and describe research methods that align with questions	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 6.1
2 Demonstrate ethics, professionalism and effective communication skills when conducting research and presenting ideas, arguments or theories	Empowered Ethical	2.1, 2.2, 3.1, 3.2, 3.3, 4.3, 6.1
3 Source, critically appraise and synthesise relevant and high quality research on a topic and identify gaps in evidence or understanding	Creative and critical thinker Empowered	1.1, 1.2, 3.1, 3.2, 4.3, 6.1
4 Apply critical thinking and reasoning to discuss relevance and translation of research into clinical practice within discipline-specific contexts	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 4.5, 6.1
5 Demonstrate effective leadership, organisation and self management when undertaking research and collaborating with others	Creative and critical thinker Empowered	2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 6.2, 7.1, 7.2

* Competencies by Professional Body

CODE	COMPETENCY
PHYSIOTHERAPY BOARD OF AUSTRALIA	

CODE	COMPETENCY
1.1	Plan and implement an efficient, effective, culturally responsive and client-centred physiotherapy assessment
1.2	Involve the client and relevant others in the planning and implementation of safe and effective physiotherapy using evidence-based practice to inform decision-making
2.1	Comply with legal, professional, ethical and other relevant standards, codes and guidelines
2.2	Make and act on informed and appropriate decisions about acceptable professional and ethical behaviours
2.3	Recognise the need for, and implement, appropriate strategies to manage their physical and mental health and resilience
3.1	Use clear, accurate, sensitive and effective communication to support the development of trust and rapport in professional relationships with the client and relevant others
3.2	Record and effectively communicate physiotherapy assessment findings, outcomes and decisions
3.3	Deal effectively with actual and potential conflict in a proactive and constructive manner
4.1	Assess their practice against relevant professional benchmarks and take action to continually improve their practice
4.2	Evaluate their learning needs, engage in relevant continuing professional development and recognise when to seek professional support, including peer review
4.3	Efficiently consume and effectively apply research and commit to practice informed by best available research evidence and new knowledge
4.4	Proactively apply principles of quality improvement and risk management to practice
4.5	Recognise situations that are outside their scope of expertise or competence and take appropriate and timely action
6.1	Use education to empower themselves and others
6.2	Seek opportunities to lead the education of others, including physiotherapy students, as appropriate, within the physiotherapy setting
7.1	Organise and prioritise their workload and resources to provide safe, effective and efficient physiotherapy autonomously and, where relevant, as a team member
7.2	Lead others effectively and efficiently within relevant professional, ethical and legal frameworks

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

HLT205 and PTY201 and enrolled in BH001 and Research pathway

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Students will receive regular weekly formative feedback during workshops, and from their supervisor throughout the trimester.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	Journal club presentations and discussions will take place during workshops in weeks 8-12. Students will be responsible for leading discussion regarding a research article in most weeks which will take approximately 20 minutes.	Throughout teaching period (refer to Format)	In Class
All	2	Report	Individual	One page progress report using template provided, in addition to a one page GANTT chart created by the student.	Refer to Format	Online Submission
All	3	Written Piece	Individual	Variable - dependent on the length of literature review required by supervisor(s) and for selected journal for publication. No more than 2000 words is suggested.	Refer to Format	Online Submission

All - Assessment Task 1: Journal Club

GOAL:	To provide supportive learning experiences and feedback regarding critical appraisal of evidence, clinical reasoning, and translation of findings into clinical practice. Students also will have the opportunity to develop leadership, organisation, teamwork and collaboration skills by leading and participating in journal club discussions.		
PRODUCT:	Activity Participation		
AUTHORSHIP STATEMENT:			
FORMAT:	Journal club will take place during workshops scheduled in weeks 8-12. Students will take turns to critically appraise research studies, present findings, and lead discussions with peers regarding clinical and research implications, with particular reference to care of clients in case studies. The tutor will provide feedback on student appraisals of evidence and clinical reasoning at the end of journal club. This feedback is formative only, and this assessment item will be graded as PASS or FAIL.		
CRITERIA:	No.		Learning Outcome assessed
	1	Attends and actively participates in all journal club sessions, and leads journal club discussions as per allocation on CANVAS	2 4 5
	2	Demonstrate ethics, professionalism and effective communication skills when conducting research and presenting ideas, arguments or theories	2
	3	Apply critical thinking and reasoning to discuss relevance and translation of research into clinical practice within discipline-specific contexts	4
	4	Demonstrate effective leadership, organisation and self management when undertaking research and collaborating with others	5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: Progress Report

GOAL:	To assist students in developing research plans, meeting project milestones, reflecting on progress, and identifying learning and support needs.		
PRODUCT:	Report		
AUTHORSHIP STATEMENT:			
FORMAT:	At the end of the trimester students will need to submit a progress report in relation to their honours research project. This report will need to be co-signed by the research supervisor(s) and uploaded to CANVAS for review by the subject coordinator. The report should be submitted by the end of week 2 of the examination period. The progress report template will be provided on CANVAS and will ask students to provide an overview of their research questions and project plans, comment on progress to date, and next steps. Students will also be required to reflect on learning and support needs, and attach a copy of their updated GANTT chart to the report.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate ethics, professionalism and effective communication skills when conducting research and presenting ideas, arguments or theories	2
	2	Demonstrate effective leadership, organisation and self management when undertaking research and collaborating with others	5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies		

All - Assessment Task 3: Draft Literature Review

GOAL:	To provide students with early feedback from their supervisor(s) on their draft literature review to facilitate improvements prior to submission of thesis for examination in HLT403 Research Dissertation D. A due date for submission of a draft literature review in this course also facilitates student organisation and time management in completing their research and meeting project deadlines within an embedded honours program.		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	The literature review should be submitted in word format for supervisor review to CANVAS. The report should be submitted by 9am on Friday in the second week of the examination period. Turnitin software will not be used as this assignment will not be formally marked (draft status only). Despite this, students will need to adhere to academic integrity guidelines and reference all citations using the referencing style required by selected journal for publication. A reference list is also expected to accompany the literature review.		
CRITERIA:	No.		Learning Outcome assessed
	1	Develop research questions that are specific, answerable and relevant to client care and describe research methods that align with questions	1
	2	Demonstrate ethics, professionalism and effective communication skills when conducting research and presenting ideas, arguments or theories	2
	3	Source, critically appraise and synthesise relevant and high quality research on a topic and identify gaps in evidence or understanding	3
	4	Demonstrate effective leadership, organisation and self management when undertaking research and collaborating with others	5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
PHYSIOTHERAPY PRACTICE THRESHOLDS IN AUSTRALIA AND AOTEAROA NEW ZEALAND				
All delivery modes	Activity Participation	Journal Club	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			1.4	Practiced, Assessed
			2.1	Practiced, Assessed
			2.2	Practiced, Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed
			4.1	Practiced, Assessed
			4.2	Practiced, Assessed
			4.3	Practiced, Assessed
			4.4	Practiced, Assessed
			6.1	Practiced, Assessed
			6.2	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
	Report	Progress Report	7.2	Practiced, Assessed
			2.1	Practiced, Assessed
			2.2	Practiced, Assessed
			2.3	Practiced, Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed
			4.1	Practiced, Assessed
			4.2	Practiced, Assessed
			4.3	Practiced, Assessed
			4.4	Practiced, Assessed
			4.5	Practiced, Assessed
			6.1	Practiced, Assessed
	Written Piece	Draft Literature Review	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			1.4	Practiced, Assessed
			2.1	Practiced, Assessed
			2.2	Practiced, Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed
			4.3	Practiced, Assessed
			4.4	Practiced, Assessed
			5.1	Practiced, Assessed
			6.1	Practiced, Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Literature Review and Research Questions	Seminar, online learning and workshops Self-directed research with supervisors
Module 2: Journal Club and Evidence-Based Practice	Seminar, online learning, and workshops Journal Club Leadership and Participation

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Bernadette Howlett, Teresa Gabiola Shelton, Ellen Rogo	2020	Evidence Based Practice for Health Professionals	n/a	Jones & Bartlett Publishers
Recommended	John W. Creswell, J. David Creswell	2018	Research Design	n/a	SAGE Publications, Incorporated

8.2. Specific requirements

Attendance and participation in the journal club is a program and accreditation requirement. You will be allocated weeks where you will lead journal club discussions. If you do not attend journal club alternative learning activities may be prescribed.

Students will regularly meet with their research supervisors throughout the trimester as arranged to obtain advice and feedback (formative).

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)