

# MHN711 Research Perspectives and Implementation A

School: School of Health - Psychology

2026 | Trimester 2

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to [unisc.edu.au](http://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

As Part A of a research project, you will team up with a supervisor at the Thompson Institute to develop and write a literature review (narrative, scoping, systematic or meta-analytic) as a prelude to an empirical paper (Part B) on a given topic in mental health and neuroscience. The review should provide a theoretical framework for Part B. In this course you will develop the skills required to write a literature review that provides an argument for, and the interpretation of, a chosen topic, represents an original contribution to the literature and demonstrates strong knowledge of this topic.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
<b>Independent Study/Research</b> – Supervised independent study/research.	300hrs	Throughout teaching period (refer to Format)	Once Only

### 1.3. Course Topics

- Review of literature review styles (covered in MHN700)
- Writing for research publication

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 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
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Identify and discuss the most recent literature from a number of areas that combine to give insight into mental health and neuroscience developments.	Knowledgeable
2	Critically reflect on current theories in mental health and neuroscience.	Creative and critical thinker
3	Identify gaps in literature to justify a novel approach in mental health and neuroscience research.	Empowered
4	Propose future directions for advancement in the area of mental health.	Creative and critical thinker
5	Apply scholarly writing skills to make contributing to scholarly knowledge in mental health and neuroscience.	Empowered

#### 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

Must be enrolled in program AR706

##### 5.2. Co-requisites

MHN700

##### 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

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

An opportunity to submit a draft outline will be given prior to Task 1 submission to receive formative feedback.

##### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Literature Review (or component)	Individual	30%	1000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Literature Review (or component)	Individual	70%	5000 words	Exam Period	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Literature review proposal

<b>GOAL:</b>	The goal of this assessment task is to identify and discuss the most recent literature and current theories in the field of mental health and neuroscience, to produce a proposal for a literature review on a relevant topic.	
<b>PRODUCT:</b>	Literature Review (or component)	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	You will critically reflect on theories and identify gaps in current knowledge, to develop your proposal. You will be teamed with an academic researcher and introduced to their areas of research, then guided them to interrogate the literature of that field. You will produce a proposal for a literature review which will be suitable to be included in a relevant journal article.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identification and discussion of the most recent literature in mental health and neuroscience developments. <b>1</b>
	2	Critical reflection on current theories in mental health and neuroscience. <b>2</b>
	3	Identification of gaps in literature to justify a novel approach in mental health and neuroscience research. <b>3</b>
	4	Application of scholarly writing skills to make contributing to scholarly knowledge in mental health and neuroscience. <b>5</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving	

### All - Assessment Task 2: Literature review

<b>GOAL:</b>	The goal of this assessment task is to produce a literature review, identifying gaps in current knowledge and propose future directions in the chosen area of mental health and neuroscience.	
<b>PRODUCT:</b>	Literature Review (or component)	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	You will build on your literature review proposal from Task 1. You will be guided by your supervisor, to produce a literature review suitable for inclusion in a research article for publication.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identification and discussion of the most recent literature from a number of areas that combine to give insight into mental health and neuroscience developments. <b>1</b>
	2	Critical reflection on current theories in mental health and neuroscience. <b>2</b>
	3	Identification of gaps in literature to justify a novel approach in mental health and neuroscience research. <b>3</b>
	4	Proposal of future directions for advancement in the area of mental health. <b>4</b>
	5	Application of scholarly writing skills to make contributing to scholarly knowledge in mental health and neuroscience. <b>5</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving	

## 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.

## 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 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

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

#### 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](#)