

REHA 7027 RESEARCH INTO PRACTICE: BRIDGING THE CLINICIAN-RESEARCHER DIVIDE IN APPLIED AND CREATIVE THERAPIES

Credit Points 10

Legacy Code 102728

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Description Evidence Based Research (EBR) can inform excellence in clinical practice in order to best meet the needs of our clients and patients. How we choose and use this research is critical, as is the way that we understand ourselves to be a researcher, beyond our practitioner identity. If you are seeking to translate benchtop research (basic laboratory approaches) into applied research practice, and if you are transitioning towards a new identity as a clinician-researcher, this is the subject for you. Our applied research focus considers broad applications relevant to the creative arts therapies, verbal therapies, allied and other health professions, by looking at research processes which ultimately improve practice in the 'real world'.

School Humanities & Comm Arts

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish between clinical and research practices and their ethical implications
2. Demonstrate skills in using benchtop research (basic laboratory approaches) to inform applied research contexts
3. Reflect critically and constructively on own development as a clinician-researcher

Subject Content

Content will be drawn from, or elaborate upon, a selection of the following topics:

- How do we know what we know? ? epistemology
- How do we know what works? ? evidence based research and evidence based practice (EBR and EBP)
- The nature of evidence for practice
- Benchtop and basic laboratory approaches
- Approaches to real-world practice-based research
- Harnessing existing research into practice contexts
- Role of the clinician, role of the researcher
- Understand the development of the clinician-researcher
- Translation and impact of applied research into the clinical setting

- The scope and limitations of EBR ? its place in the hierarchy of evidence, and the politics of what counts as knowledge

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook: Journal reflection, specific questions	2,000 words	30	N	Individual
Online Presentation	10 minutes, plus feedback to other students	25	N	Individual
Research Essay	3,500 words	45	N	Individual

Prescribed Texts

- Materials will be provided via vUWS