

HLT333

**Community Health Honours Research
Preparation**

FACULTY OF SCIENCE

Subject Outline

200940

Community Health Honours Research Preparation

HLT333 Subject Outline

Faculty of Science

Subject coordinator
Dr Herbert F. Jelinek

Session offering
**Autumn Session 2009 (23 February - 26 June) /
Spring Session (27 July - 27 November)**

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Subject Outline

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Contents

HLT333 Community Health Honours Research Preparation	5
Welcome	5
Your subject coordinator	5
Contact procedures	5
Key subjects	6
Pre-requisites and co-requisites	6
Failing a subject	6
University policies and regulations	7
Subject details	7
Introduction to the subject	7
Objectives	7
Subject content	8
Working with your dissertation supervisor	8
Teaching, support and learning strategies	8
Schedule	10
Resources	11
Prescribed text(s)	12
Library services	12
Assessment information	13
Assessment summary	13
Preparation and presentation	13
Pass requirements for this subject	14
Assessment items	17
Assessment and professional behaviour	17
Assessment item 1 Literature review	19
Assessment item 2 Research proposal	20
Assessment item 3 Ethics application	21
Other requirements	22
University policies	26
Electronic communication	26
Variations to Subject Outlines	26
Academic learning skills assistance	27
Subject evaluation surveys	27

HLT333 Community Health Honours Research Preparation

Welcome

This subject develops students' understanding of the research process across two sessions of study. Through targeted lectures, tutorials, seminars, and workshops students will formulate their research question, determine an appropriate methodology and research design to address that question, defend their methods of data analysis, seek ethics approval to conduct their research project, and produce a complete research proposal.

Your subject coordinator

Dr Herbert F. Jelinek

Contact procedures

Academic enquiries

Any questions concerning the teaching of this subject can be made by contacting your subject coordinator.

It is helpful if you make an appointment to see staff members. Please also remember to allow staff members a reasonable period of time to respond to phone messages and emails. In most instances, this will be within 3 *working* days of your communication (as per CSU policy “Minimum standards for communicating with students”).

Email: hjelinek@csu.edu.au
Phone: (02) 6051 6946
Fax: (02) 6051 6772
Campus: Albury
Building/Room number: Andrews

Consultation procedures

The subject coordinator will be available for student consultation. You will normally be informed of the details of such consultation via the online subject forum or by letter.

According to the Minimum Standards for Communication with Students Policy (http://www.csu.edu.au/acad_sec/academic-manual/docs/p8.rtf), students can expect that the subject coordinator or nominee of the distance education forums will respond to their postings at least once a week during the teaching weeks of the session.

Student Services Support Central

Phone: 1300 734 654
Email: studenthelp@csu.edu.au
Web: <http://www.csu.edu.au/division/studserv/>
Online inquiry form: <http://www.csu.edu.au/division/studserv/helpform.htm>

A full list of contact numbers is provided in *A guide to learning at CSU* at <http://www.csu.edu.au/division/studserv/guide/contacts.htm>.

Key subjects

Passing a key subject is one of the indicators of satisfactory academic progress through your course. You must pass the key subjects in your course at no more than two attempts.

The first time you fail a key subject you will be 'at risk' of exclusion; if you fail a second time you will be excluded from the course.

To check whether this subject is a key subject for you, go to the Academic Progress Regulations: Key subjects for CSU courses website:

<http://www.csu.edu.au/division/student-admin/current/academic-progress/key-subjects.htm>

Pre-requisites and co-requisites

To enrol in this subject there are no prerequisites for students accepted into the honours stream AND no co-requisites.

Please note that this subject is a pre-requisite subject for HLT441. This means that if you do not pass this subject you will not be able to enrol in HLT441, as your ability to successfully complete it is dependent upon attaining the knowledge and skills taught in this subject. This may affect your future course progression. Please see the next section about failed subjects.

Failing a subject

If you fail this subject, you will be required to redo the subject (or its equivalent) the next time it is offered. This will most probably affect your progression in your course depending on subject pre-requisites and co-requisites, and it may result in an extension of time that it will take you to complete your course. Please speak with the School of Community Health Courses Manager, Clare Wilding, to determine your future course progression if you fail a subject. Clare can be contacted on 02 6051 6752 or by email cwilding@csu.edu.au and her office is located in the Wilcara Building on Olive Street.

University policies and regulations

Academic matters are defined by, and are subject to, Charles Sturt University policies and regulations. Your Subject Outline should be read in conjunction with all such academic regulations and policies, as some of these may affect the outcome of your studies.

At the beginning of the session, information regarding some of these specific regulations and policies will be posted to your eBox at my.csu.

Subject details

Introduction to the subject

This subject spans two sessions, and aims for the development of research competence in students, including methodological, writing, planning, and discussion skills. In Autumn session it will be possible to hold a series of two-hour face to face sessions for most weeks. However, up to and including the mid-session break in Spring no classes will be held because at least some students will be on placements. Therefore some degree of independent learning will be required of students.

A major feature of the methodological component in this subject is an emphasis on qualitative research methods. This is not because those methods are regarded as preferable to quantitative methods (each kind has its own strengths and applications), but to redress the emphasis on quantitative methods that students are likely to have been exposed to earlier in their courses (usually in HLT322 or PSY201).

In this subject there will also be an emphasis on the principles of ethics in human research using as a source document the National Statement published by the National Health and Medical Research Council (NHMRC, 1999). Publications from the NHMRC provide helpful guidance about research that involves human participants.

Objectives

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

- demonstrate an understanding of the research process, from the development of a research question, through to writing up of findings;
- describe a range of data collection and analysis procedures;
- outline the strengths and weaknesses of a number of research approaches;
- draw clear distinctions between honours dissertations and other forms of academic dissemination e.g., masters theses, journal articles, conference presentations;
- produce academic writing for dissertation purposes;

- develop a coherent and explicit methodology and data analysis design process for their honours project;
- defend their selection of research approach for their honours project;
- fulfil the requirements and procedures for seeking ethics approval of research; and
- produce a complete research proposal.

Subject content

The subject will cover the following topics:

- The research process from beginning to end, e.g., formulating a research problem, a research question, choosing an appropriate research design, methodology, data analysis procedure and style of write-up
- A variety of literature sourcing strategies, e.g., electronic data bases and web-based search strategies, in addition to literature storage and cross-referencing strategies
- Appropriate writing styles for both quantitative and qualitative research approaches
- Review of reliability, validity, and statistical significance
- Review of qualitative and quantitative research approaches
- Seminars in the conducting of ethical research and, thereafter, the application of these seminars to the Honours projects of students.

Working with your dissertation supervisor

Refer to the School of Community Health honours handbook for information concerning working with your supervisors.

Teaching, support and learning strategies

Values and professional behaviour in School of Community Health

As a student of the School of Community Health, who hopes one day to become an autonomous health professional, a very important aspect of your education at CSU is socialisation into the health professions, including developing the appropriate professional behaviours required of these positions. As a starting point, please read the following, which outlines CSU's values and expectations of staff and students that has been copied verbatim from the CSU Student Charter web page: <http://www.csu.edu.au/student/charter/>

“All members of the CSU community are expected to value:

- Intellectual independence and freedom of inquiry
- The discovery, refinement, preservation, and dissemination of knowledge
- Engagement with professions and communities through responsiveness, partnerships, and inclusiveness
- Social justice including ethical practice and global citizenship
- Economic, social, and environmental sustainability, including the responsible stewardship of resources and
- The well being and development of staff and students.

Students can expect:

- to be treated with respect and tolerance and to pursue academic goals without fear or intimidation
- access to information about University regulations, policies, and procedures including research and study requirements and that they will be applied appropriately
- the opportunity to engage with accessible and effective teaching and professional practice and to interact with researchers and research outcomes
- University staff to interact with students with honesty and integrity and in a timely manner
- recognition of the intellectual property rights of students to their work
- opportunities to contribute to the organisational and cultural life of the University and to be represented and actively involved in relevant University committees
- opportunities to provide feedback for the improvement of the University
- a student centred approach to the provision of services including information technology, library, and student support
- a safe and healthy University environment.

The University expects students to:

- behave in a manner that demonstrates respect and tolerance
- adhere to University rules, regulations, policies, and procedures
- actively and positively participate in teaching, learning, professional, and research activities

- interact with the University with honesty, integrity, and in a timely manner
- recognise the intellectual property rights of the work that others produce individually or in partnership with them
- contribute to the organisational and cultural life of the University and to the work of relevant University committees
- provide solicited and unsolicited feedback for the improvement of the University
- use University services responsibly”

The School of Community Health aspires to assist you to become an excellent practitioner in your chosen field of work. In our School we value high quality, evidence-based, and reflective practice. We value mutual respect: we aim to provide positive, useful, and not overly-burdensome learning experiences for you. In return, we ask that you take responsibility for being a proactive learner, for asking for help and seeking advice and feedback when you need it, and that you recognise that staff have many competing demands upon their time.

During the course of your studies, we hope to provide you with many opportunities to practise, develop, and demonstrate your professional values and behaviours. In the following pages we will mention some specific examples of actions you can take, which will demonstrate your commitment to the values that have been mentioned as important to CSU, the School of Community Health, and the health professions.

Schedule

Schedule 200940

Wk	Date	Topic	Assessment Item
1	23 February	Introduction to honours and establishing how classes will run : <i>Herbert Jelinek, Anna</i>	
2	2 March	Library facilities for honours students: <i>Tim Eggleston</i> Accessing and organising material: <i>Tim Eggleston</i>	
3	9 March	Scholarly writing: <i>Libby Clark</i> Discussion of students’ proposed topics and research strategies: <i>Herbert Jelinek</i>	
4	16 March	Personal preferences in selecting a methodology: <i>Ruth Beecham (2 hrs)</i>	
5	23 March	Endnote: <i>Tric Bowman</i> Critical Appraisal of literature and literature review: <i>Herbert Jelinek</i>	
6	30 March	Sharpening one’s strategies and directions: <i>Helen van Huet (2 hrs)</i>	

7	6 April	Qualitative Research: <i>Clare Wilding??</i> Discussion of students' proposed topics and research strategies: <i>Anna</i>	
		<i>Intra-session Break</i>	
8	4 May	Phenomenology: <i>Sally Denshire???</i> Organising material: <i>Paul Tinley</i>	Literature review
9	11 May	Discussion of students' proposed topics and research strategies: <i>Anna</i>	
10	18 May	Hermeneutics: <i>Megan Smith</i> Discussion of literature review outcomes: <i>Anna</i>	
11	25 May	Narrative analysis: <i>Michael Curtin</i> Discussion of research proposal and ethics in research: <i>Anna</i>	
12	1 June	NVivo: <i>Julia Coyle (2 hrs)</i>	
13	8 June	Reliability, repeatability, sensitivity, and specificity: <i>Paul Tinley</i> Discussion of research proposal and ethics in research: <i>Anna</i>	
		<i>Inter-session Break</i>	
1-7	27 July – 7 September	No classes until after mid-session break <i>Intra-session Break</i>	
8	5 October	Research proposals: <i>Caroline Robinson</i>	
9	12 October	Ethics Application: <i>Caroline Robinson</i>	Research proposal
10	19 October	Research and the real world: <i>Rod Pope (2hrs)</i>	
11	26 October	Research and the real world: <i>Rod Pope (2hrs)</i>	
12	2 November	Discussion of research proposal and Faculty copy: <i>Anna</i>	Ethics application
13	9 November	Preparation for HLT441: <i>Anna</i>	Faculty research proposal copy

Resources

CSU Interact is the University's online learning environment. It contains your subjects with a range of learning services or tools that you will be able to explore. You can access *CSU Interact* via <http://my.csu.edu.au>

The learning resources for this subject consist of:

Subject Outline

Recommended resources

A list of recommended resources is available in the honours handbook.

Prescribed text(s)

There is no prescribed text for this subject

Library services

You can find on the Library Services web site full details of how we can help you find and access books, reports, journals, articles, dissertations, full text newspapers, and online reference resources (eg. ABS statistics, Australian standards, encyclopaedias, dictionaries), as well as links to other libraries and their catalogues:

<http://www.csu.edu.au/division/library/>

Contact details are available at:

<http://www.csu.edu.au/division/library/about/contacts/>

Phone: 1800 808 369 (free call from within Australia).

Assessment information

Assessment summary

Item no.	Description	Value	Due date*	Return date**
1	Literature review	60%	8 May 2009	The following week
2	Research proposal	40%	16 October 2009	Following week
3	Ethics Application	Hurdle requirement	6 November 2009	Following ethics committee meeting

* due date is the last date for assessment items to be received at the University

** applies only to assessment items submitted by the due date

Preparation and presentation

Plagiarism

(Academic Misconduct Rule 2.1)

A student plagiarises if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student. Plagiarism will include:

- i. copying any material from books, journals, study notes or tapes, the Web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation; or
- ii. rephrasing ideas from books, journals, study notes or tapes, **the Web**, the work of other students, or any other source without acknowledging the source of those ideas by footnotes or citations.

Plagiarism is to be distinguished from inadequate and/or inappropriate attempts to acknowledge the words, works or ideas of someone else.

You must be familiar with the university's policy on such matters and, guided by these, you must research and write in a scholarly manner. Visit the web address for more information http://www.csu.edu.au/acad_sec/academic-manual/docs/g12.rtf

Collusion

A student colludes when he or she works without permission with another person or persons to produce work which is then presented as work completed independently by the student.

Collusion includes, but is not limited to:

- writing the whole or part of an assignment with another person;
- using the notes of another person to prepare an assignment;
- using for an assignment the resource materials of another person that have been annotated or parts of the text highlighted or underlined by that person; and
- allowing another student, who has to submit an assignment on the same topic, access to one's own assignment under conditions which would give that other student an advantage in submitting his or her assignment.

Referencing guidelines

The Faculty of Science recommends that all referencing should be in accordance with the APA Style Guidelines (American Psychology Association). Information to support APA style referencing is available on the CSU website:

<http://www.csu.edu.au/division/studserv/learning/referencing/index.htm>

Correct and consistent referencing is an important component of producing professional and credible academic work; marks will be deducted for inadequate referencing. Your subject coordinator will inform you of any specific requirements for referencing in this discipline.

All direct quotations must be in quotation marks, indented (or clearly identified) and cited with a page number. Direct quotations should comprise no more than 10% of the total word length.

Failure to do so can result in a request to resubmit the assignment (level 1 subject) or a fail mark for the assignment (level 2, 3 or 4 subject).

Plagiarism, cheating and collusion may result in failing the assignment, failing the subject and/or exclusion from the university, see Student Academic Misconduct Rule for more information at:

http://www.csu.edu.au/acad_sec/academic-manual/docs/g12.rtf

Pass requirements for this subject

Determination of final grades

The final order of merit in this subject will be based on weighted raw scores.

Grade allocation will be determined by a combination of the subject coordinator's academic judgement about the quality of students' performance and size of gaps in the final order of merit.

If penalties for late submissions are such that they would cause a student to fail this subject, the student's actual performance "pre-penalties" will be considered carefully. If that performance is regarded as being of sufficient quality to make failure of the subject inappropriate, a low pass will be awarded the student.

Additional assessment

Additional assessment will not be available in this subject.

Grades

Failure to submit one piece of assigned work will lead to the award of an FL grade.

The Academic Senate has approved the following definitions and guidelines for the awarding of grades within subjects taught at Charles Sturt University.

HD	High distinction (85-100%) an outstanding level of achievement in relation to the assessment process.
DI	Distinction (75-84%) a high level of achievement in relation to the assessment process.
CR	Credit (65-74%) a better than satisfactory level of achievement in relation to the assessment process.
PS	Pass (50-64%) a satisfactory level of achievement in relation to the assessment process.
FL	Fail (0-49%) an unsatisfactory level of achievement in relation to the assessment process.

Norm and criterion referencing

It is standard practice for you to be assessed in subjects on the basis of a combination of norm and criterion referencing, with marks and grades being awarded by referring to a combination of predetermined standards and the performance of other students in the subjects.

Norm referencing means awarding marks and grades by reference to the performance of other students in the subject. The relationship between performance and grades is entirely dependent on the standards of the other members of the student cohort.

Criterion referencing means awarding marks and grades by reference to a set of predetermined observable performance outcomes and standards. It provides a focus for learning and teaching and specifies for you and the subject coordinator what is required from the assessment task. At its extreme this results in pass/fail discrimination only, based on mastery of competencies. It can also, however, produce graded responses where the criteria can be evaluated at varying standards of performance.

Note: The notional percentages specified above should be viewed only as guidelines for the awarding of final grades. It may be necessary for raw score totals to be scaled so that the distribution of final grades in the subject conforms to University expected norms.

Other grades

Please see the University Handbook for regulations governing the determination of grades AW (Approved Withdrawal), FW (Fail Withdrawn), and others.

Pass/fail requirements

All assessable items must be submitted to pass this subject. However, it is not necessary to pass all individual items in order to pass the subject as a whole.

Attendance at classes is not compulsory but highly recommended.

Assessment items

Assessment and professional behaviour

Assessment is a set of processes that measure the outcomes of your learning, in terms of knowledge acquired, understanding developed, and skills gained. Assessment plays a significant role in the learning experience of students. It determines your progression through your programme and enables you to demonstrate that you have achieved the intended learning outcomes. It is assessment that provides the main basis for public recognition of achievement, through the awarding of qualifications and/or credit.

Assessment serves many purposes:

- it provides the means by which you are graded, passed, or failed
- it provides the basis for decisions on whether you are ready to proceed on to another subject or year level, to qualify for a degree, or to demonstrate competence to practise
- it enables you to obtain feedback about your learning and helps you to improve your performance
- it enables staff to evaluate the effectiveness of their teaching.

Assessment is undoubtedly important. In the School of Community Health we also highly value the seeking of knowledge, understanding, and skills that enable people to be excellent, confident, thoughtful, and wise practitioners. Thus, we encourage you to take full advantage of your time at university to learn as much as you can. To this end, there are some choices you can make that will enable you to meet this goal:

- All classes in this subject have been carefully selected to provide you with the knowledge, skills, and practice experiences you need to help you to < for example: be a competent and professional communicator, understand and use theory in practical reasoning, or lead a community development project. Attending classes enables you to take full opportunity of these learning experiences. It is therefore important that you attend all classes. If you are having difficulty with attending, please consult with your subject coordinator to determine how you will meet your learning goals.
- Ensure that you are clear about the requirements of each assessment task, understand what is expected, and have a sound understanding of the marking criteria.
- Address the assessment tasks to the best of your ability.
- Complete and submit all assigned assessable tasks by the due date. Please note that this enables lecturers to apply the assessment criteria fairly to all students. And, in addition, it enables lecturers to manage their workload. If you are having difficulty meeting a deadline, please consult with the subject coordinator to see what solutions can be found. There may be opportunity to

negotiate these deadlines; please talk with your subject coordinator about this and see also the guidelines about special consideration, misadventure, and extenuating circumstances (following).

- Ensure that all assessable items are safely submitted to the university in the manner designated for that subject.
- Keep a copy of all submitted assignments (if they are in a copyable form).
- Feedback provides a powerful means by which learning and skill development can occur. Attending to feedback may be able to help you to improve your grades on subsequent assessment tasks in this subject or in other subjects, and attending to feedback is likely to improve your knowledge and skill development as a health professional. Read or listen carefully to feedback provided about your work or provided generally.
- Obtain assistance with assessment tasks as soon as it becomes apparent that such help is necessary. This is another means by which you can enhance your learning and thus take responsibility for becoming the best health practitioner you can be.
- Be responsible for your own learning and for reaching appropriate standards in your subjects.
- Become familiar with and abide by the university regulations regarding academic misconduct (see <http://www.csu.edu.au/division/studserv/support/study/academic-advice/acad-misconduct.htm>) and general misconduct (see <http://www.csu.edu.au/division/studserv/support/study/academic-advice/gen-misconduct.htm>).

Assessment item 1 Literature review

Due date: Friday 8 May 2009

Value: 60%

Length: 3,000 words

Task

Identify appropriate journal articles that are relevant to your area of research and also empirical in nature. This means that the articles should report research in which data were collected and the data either quantitative or qualitative in nature. An appropriate number of articles is between 20 to 30. However in some instance you may end up with more. The main part of this assignment should be a systematic and specific evaluation of the articles, finishing with a section on how the articles discussed lead you to your topic.

A literature review of your research topic needs to have a title, a 200 word abstract and a main body of work. The main body can be divided into subsections as required. Referencing needs to follow the APA convention.

Rationale

This assignment is intended to develop students' skills in evaluating empirical research and present this in a coherent form. Students are also required to integrate information they have accessed, and to demonstrate a high level of academic writing skills in presenting their material.

Marking criteria

The assessment criteria for this assignment will be provided in class and on the subject forum.

Assessment item 2 Research proposal

Due date: Friday 16 October 2009 to subject coordinator
Friday 13 November to honours coordinator for submission to Faculty

Value: 40%

Length: As per CSU proforma

Task

As per CSU research proposal: <http://www.csu.edu.au/research/forms/hds.htm>

Rationale

The research proposal allows the student to develop a succinct concept of his/her research topic.

Marking criteria

The assessment criteria for this assignment will be provided in class and on the subject forum.

Assessment item 3 Ethics application

- Due date:** Latest submission Friday 6 November to School secretary Ms Andree Pender in Cedars.
- Value:** Nil - Hurdle requirement
- Length:** As per CSU proforma; <http://www.csu.edu.au/research/forms/>

Task

As per CSU ethics application : <http://www.csu.edu.au/research/forms/>

NOTE: you may have to submit an ethics application to an outside institution. Discuss how this affects you with your subject coordinator .

If an application is being made to the CSU Ethics in Human Research Committee (EHRC) or to a committee external to the university, the student should notify the chair of the school's ethics committee. This is because records for the school's undergraduate (including honours) research have to be maintained and updated in case of a review by the EHRC.

Incidentally, most committees meet once a month. The CSU EHRC meets on the first Monday of each month, and applications for consideration at a particular meeting must be submitted at least two full weeks in advance.

Rationale

The main purpose of this application is to ensure that your intended research satisfies the ethical requirements that the school places on research and researchers.

In order to undertake research, most students have to submit an ethics application to the school's Ethics Committee, the CSU EHRC, and/or to an external ethics committee such as that of an area health authority.

An ethics application is primarily concerned with your ability to recognise, and take into account, all the ethical issues you must consider with respect to your study. These issues include access to the study participants, access to organisations or institutions, the nature of the intervention or action that you will be implementing (e.g., interviews, tests, or observations), your methodology and anticipated means of analysis, and the nature of your study and its wider implications. The ethics application should demonstrate that you have an understanding of the relevant ethical issues and you have taken action to minimise risk and harm to the participants, yourself, and your school and university.

Ethics committees consist of people from differing disciplines and backgrounds. While they focus on ethical issues as traditionally understood, they have the right to comment on research design and methodology because poor methodology is an ethical issue in that it wastes the time and resources of participants and researchers. It is important to realise this when preparing an ethics application.

Marking criteria

Hurdle requirement

Other requirements

Special Consideration, Misadventure, and Extenuating Circumstances

Another really important aspect of being a professional is to develop professional behaviour in relation to understanding institutional policies and procedures. An example of this in the University is knowing what to do when something goes wrong and you need to ask for an extension or some other kind of consideration. Sometimes students experience a misadventure or extenuating circumstances, which may unduly affect their performance on an assessment, or which may cause an assessment not to be completed on time. To allow appropriate actions to be taken and for a negotiation to begin, you need to inform the subject co-ordinator of your circumstances **prior** to the examination or the assessment due date.

A successful application for special consideration may have a number of outcomes, including: an extension of time to complete the assessment, completion of the examination at another time, having extra time to complete an examination or having a scribe for an examination (these latter arrangements are more unusual and need to be requested in the context of having a documented learning difficulty or transient or permanent disability, or similar. See <http://www.csu.edu.au/division/studserv/disability/index.htm> for more details.) As with all institutional policies, these policies enable some actions to be taken while other actions are precluded. Special consideration *cannot be applied retrospectively to alter the outcome of an assessment*; it can only enable you to request additional time or changed circumstances for completing the assessment. It is important that special consideration is applied according to the regulations so that other students completing the assessment are not disadvantaged and so that people outside the University can continue to have confidence about the high standards of achievement attained by CSU students.

As soon as you become aware of experiencing misadventure and/or extenuating circumstances you are *urged to speak* to the subject coordinator. Do not rely solely on email to communicate with the lecturer (especially if you are close in time to the due date/ examination time) as the lecturer may not see your email before the assessment is due. Please also remember that lecturers are not required to work into the evenings or on weekends, and that they have multiple tasks to juggle (including teaching a number of classes and range of students, attending meetings, and conducting research), so you need to allow your lecturer some time to respond to your communication. If you lodge a special consideration form, please *also communicate directly* with your lecturer as sometimes there can be delays in the lecturer receiving your application. Special consideration cannot be applied retrospectively after the due date/ examination date has passed (except in the special circumstances where the misadventure/extenuating circumstances prevented you from contacting your subject coordinator before the due date – this only occurs rarely!)

The University policy and procedures of Special Consideration Regulations is found at http://www.csu.edu.au/acad_sec/academic-manual/docs/c3.rtf. Following is some essential information that has been taken from these regulations.

As a general guide, misadventure or extenuating circumstances are circumstances which are:

- beyond your control (that is, they could not have reasonably been anticipated, avoided, or guarded against);
- sufficiently grave or of a nature or duration to have caused considerable disruption to your capacity to study effectively or to complete subject requirements; and
- have interfered with your otherwise satisfactory fulfilment of the subject requirements.

Some circumstances which may warrant special consideration can include:

- medical reasons
- family/personal reasons, including death or severe medical or personal problems
- employment related reasons, such as a substantial change to routine employment arrangements or status
- administrative problems, such as the late receipt of teaching materials, enrolment errors or delays
- sporting or cultural commitments, where a student has been selected to participate in a state, national, or international sporting or cultural event
- military commitments, where a student is a member of the armed forces involved in a compulsory exercise
- legal commitments, where a student is called for jury duty or is subpoenaed to attend a court, tribunal, etc.
- other events that pose a major obstacle to the student proceeding satisfactorily with his or her studies.

The following circumstances **would not** be considered misadventure or extenuating circumstances:

- routine demands of employment
- difficulties adjusting to University life, to the self discipline needed to study effectively, and to the demands of academic work
- stress or anxiety normally associated with examinations, required assessment tasks, or any aspect of course work
- routine need for financial support
- lack of knowledge of requirements of academic work

- demands of sport, clubs, and social or extra-curricular activity (other than selection for state, national, or international sporting or cultural events)
- difficulties with the English language during examinations.

If you experience misadventure or extenuating circumstances you may apply for special consideration in order to receive an extension for an assessment. If the misadventure or extenuating circumstances will prevent you from completing the subject by the end of session or from sitting for the final examination, then you may apply for a **Grade Pending (GP)** or a **Supplementary Examination (SX)** respectively.

Application for special consideration, grade pending, and supplementary examination should be lodged with the Student Administration Office using the appropriate form. Forms can be downloaded from <http://www.csu.edu.au/forms/current.htm>. You are advised to also communicate directly with the subject coordinator when you lodge these forms. The subject coordinator will advise you about your application for special consideration and student administration will advise about applications for a grade pending and supplementary examination. Where grade pending is approved, the subject coordinator will advise you in writing of the work to be completed and the date by which it must be submitted for assessment.

Please note that applications for Grade Pending or for Supplementary Examination due to inability to sit for the final examination should be submitted to the Student Administration Office by the Friday before the commencement of examinations for the session. Late applications may be accepted if the misadventure or extenuating circumstances prevented you from lodging the application on time.

Supporting Documentary Evidence

For all applications for Special Consideration, Misadventure, and Extenuating Circumstances appropriate supporting documentary evidence must be attached to the application form. When assessing a request for special consideration, the University will take into account all matters relevant to the request. Supporting documentary evidence, in itself, does not guarantee that special consideration will be granted, but without supporting documentation an application will almost certainly be declined. Examples of appropriate supporting documentary evidence include:

- Medical certificates and reports

Medical certificates and medical reports will only be accepted when written by qualified and registered health practitioners. A medical certificate is a signed statement from a qualified and registered health practitioner which explains the debilitating nature of the condition which you are or were experiencing and the period during which the condition has or will affect you, so that the University can decide on the basis of that information and any other information provided by you, whether to grant the special consideration sought. The certificate should also specify the precise nature of the medical condition, unless to do so would result in a breach of patient confidentiality.

- Family/ Personal misadventure

If you experience family/personal reasons impacting on your study then documentary evidence would include a statement from a registered health care practitioner, a recognised mental health professional, or a person who knows you, *who is not related to you*, stating: the date your personal circumstances began or changed; and how these circumstances affected your ability to study. Supporting letters from CSU Student Services Counsellors are also acceptable. It is most useful if the letter clearly identifies the relationship of the writer to you and how the writer can be contacted so that the information can be verified or clarified if necessary. Please ensure that the letter is signed and dated.

- Employment

For employment related misadventure, your employer needs to provide a written statement outlining: the date employment arrangements or status changed, and the nature of the changes.

- Sporting/ Cultural/ Military/ Legal

For sporting, cultural, military, or legal commitments, you should provide a written a statement from the relevant authority advising: details of the event and the period during which your study will be interrupted.

Additional Assessment (AA) or Additional Examination (AE)

Please note that the Faculty of Science has implemented a new policy about AA and AE grades from 2009. **In this subject, AA and AE grades will NOT be offered.**

University policies

The University policies outlined below should be read in conjunction with the University policies and regulations outlined in the eBox of [my.csu](#).

Electronic communication

A range of information and services concerning this subject is accessible through your personalised area (my.csu) of Charles Sturt University's web site at the following URL:

<http://my.csu.edu.au>

my.csu is a secure (password-protected) web site that enhances navigation of the University's online environment. It brings together information that relates to you. For example, Personal Details provides your textbook lists, examination timetables, academic transcripts and examination results, finance balances, and direct access to online subjects and forums. This web site also contains your eBox where official University communications will be sent, e.g. HECS information, messages from the Vice-Chancellor. Every distance education subject offered has an online Subject Outline. This outline links to learning resources and services available to assist you with the subject. These services include direct access to the:

- internet links and resources relevant to your subject;
- online subject forum which provides you with an opportunity to engage in discussion with your subject coordinator and other students enrolled in the subject;
- subject email address that allows you to contact your subject coordinator;
- Electronic Assignment Submission Tracking System (EASTS) that allows you to submit your assignments online; and
- library, allowing you to search for subject information and resources.

Please note that due to the dynamic nature of the World Wide Web, some web sites may have been moved or links may have become inactive. Your assistance in reporting new, moved and inactive web sites through your subject forum is appreciated.

Variations to Subject Outlines

Should it be necessary to change the content of the Subject Outline during a teaching session, it will be done in consultation with the Head of School and other support services of the University. You then will be notified of the changes in writing by the subject coordinator.

Academic learning skills assistance

Visit the learning skills website for advice about assignment preparation, academic reading and notetaking, referencing, and preparing for exams at:

<http://www.csu.edu.au/division/studserv/learning>

You can also contact an adviser through Student Services Support Central on the following number: 1300 734 654.

Queries regarding the content of this subject should be directed to your subject coordinator.

Subject evaluation surveys

It is University policy that all subjects are evaluated every time that they are offered. The University's Centre for Enhancing Learning and Teaching (CELT) administers surveys through the Online Evaluation Survey System. Staff in the faculties and schools value your feedback very highly and take account of your comments when reviewing learning and teaching in each subject. If you are interested in the details of any enhancements to this subject as a result of the latest survey, please contact the subject coordinator.

Surveys for each of the subjects you are enrolled in for this session will be available for you to complete for a period of 4 weeks from the last week of the teaching session. An email message will alert you to the availability of the surveys online.

Please complete the subject evaluation by following the link:

<http://online.csu.edu.au/evaluations/>

Individual subject results are reported to the subject coordinator and Heads of Schools after grades have been submitted for each teaching session (except where subjects have one student the results are not reported to staff). The aggregated results for subjects are available within 3 weeks of the release of grades. They can be accessed online at:

http://www.csu.edu.au/division/landt/evalunit/evaluation_online.htm

