



ALLH12006 Evidence Based Practice For Allied Health

Term 1 - 2017

Profile information current as at 04/05/2024 01:47 am

All details in this unit profile for ALLH12006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will introduce students to the principles of evidence-based practice (EBP) and develop key skills for conducting EBP within clinical settings. Students will be introduced to models of EBP that can be used to guide clinical decision making at both an individual patient/client level and also at a service delivery level. Students will gain experience in developing clinically answerable questions, performing information searches, critical appraisal and synthesis of information.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 25%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 30%

4. **Online Quiz(zes)**

Weighting: 15%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Course Evaluations

Feedback

The practical aspect. the things learned in the course will be relevant to future practice and will encourage the usage of best practice available.

Recommendation

The three assessment tasks are practical based and designed to help students success in the 'real world' as allied health professionals. Thus the assessments will remain as they are, with only very minor changes being applied.

Action

Whilst there have been no significant changes to the three assessment tasks, each has been reviewed, with minor amendments made to both the task and criteria sheets.

Feedback from Course Evaluations

Feedback

I particularly enjoyed the use of our class forum, which helped to not only provide support in the form of discussion around various aspects of our learning, but served to be a place where I could see other perspectives, topics and strategies used by my peers to enhance my learning as well.

Recommendation

Continue to encourage and support the use of the discussion forum as the first means of communication between students and the course coordinator.

Action

The discussion forum for this unit continues to be the main form of student communication. Students continue to be encouraged to use the forum as their first point of communication with the unit coordinator and fellow peers.

Feedback from Course Evaluations

Feedback

The first two assessment tasks were adequately explained with exemplar examples for referencing. However, the final assessment in my opinion lacked clear instructions and direction.

Recommendation

The third assessment task required students to follow the 'authorship guidelines' of an Australian public health peer-reviewed journal. This is something very different for students as they are used to receiving a task sheet that is very clear and concise. The idea of this task was to not provide them with this information, and have them search and interpret the authorship guidelines. Examples of perspective pieces were also provided. It is important that I make the idea of this task clear so that students do not expect the same level of scaffolding for this assessment task, as they received for assessment tasks 1 and 2.

Action

All three assessment items have undergone review, with further revisions expected in preparation for 2018. Assessment task three no longer requires students to write their perspective piece in accordance with the Australian Public Health Journal authorship guidelines. This decision was made in an attempt to make the task more straight forward for students. Additionally, students should be encouraged to master the CQUniversity APA referencing style, this is not used in the Australian Journal of Public Health. It is expected that these changes will result in clearer instructions and directions for students.

Feedback from Course Evaluations

Feedback

Just between all the courses for Physiotherapy students, it was really difficult to complete tasks on time, with multiple public holidays and exercise and sport residential school. This isn't specifically about this course. Otherwise cannot really fault this course.

Recommendation

There should be a greater level of communication between staff so that students are presented with a more balanced and considered workload.

Action

Assessment due dates were set in consultation with other staff. Where possible, dates were modified to provide students with the best opportunity to complete all tasks on time. For instance, the final assessment task was due in week 11, not week 12 to avoid this traditional assessment heavy week.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Formulate clinical questions using the PICO (Population-Intervention-Comparison-Outcome) format.
2. Plan, carryout and evaluate information searches to address specific clinical questions.
3. Critically appraise and evaluate the quality of original research within health professions with support from established critical appraisal tools.
4. Apply principles of evidence-based practice to present a synthesized evaluation of a clinical topic using information acquired from multiple sources.
5. Identify and apply key concepts related to evidence-based practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 25%	•	•			
2 - Written Assessment - 30%			•		
3 - Written Assessment - 30%	•	•	•	•	
4 - Online Quiz(zes) - 15%	•	•	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy		•	•	•	•
5 - Team Work					
6 - Information Technology Competence		•	•	•	•
7 - Cross Cultural Competence					
8 - Ethical practice			•	•	•

Graduate Attributes

Learning Outcomes

1 2 3 4 5

9 - Social Innovation

10 - Aboriginal and Torres Strait Islander Cultures

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks

Graduate Attributes

	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 25%	•	•	•	•		•		•		
2 - Written Assessment - 30%	•	•	•	•		•		•		
3 - Written Assessment - 30%	•	•	•	•		•		•		
4 - Online Quiz(zes) - 15%	•	•	•	•		•		•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

There is no required textbook for this course.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Melanie Hayman Unit Coordinator

m.j.hayman@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome and unit outline		
Week 2 - 13 Mar 2017		
Module/Topic	Chapter	Events and Submissions/Topic
What is evidence-based practice?		
Week 3 - 20 Mar 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Formulating a clinical research question		
Week 4 - 27 Mar 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Acquiring the evidence		
Week 5 - 03 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Appraising the evidence - Treatment		PICO question and information search Due: Week 5 Friday (7 Apr 2017) 11:45 pm AEST
Vacation Week - 10 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
BREAK WEEK		
Week 6 - 17 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Appraising the evidence - Diagnosis		
Week 7 - 24 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Appraising the evidence - Prognosis		
Week 8 - 01 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Appraising the evidence - Systematic Reviews		Critical appraisal of original research Due: Week 8 Friday (5 May 2017) 11:45 pm AEST
Week 9 - 08 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Appraising the evidence - Patients' experiences and concerns		
Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
What are clinical guidelines?		
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Embedding evidence-based practice into routine clinical care		
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Study Week - no scheduled lecture this week		Perspective piece Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - no scheduled lecture this week		

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - no scheduled lecture this week		

Term Specific Information

IMPORTANT ASSESSMENT INFORMATION

There are 4 assessment tasks for this unit:

1. PICO research question and information search
2. Critical appraisal of original research
3. Perspective piece
4. Online content quizzes (3 in total)

To pass an assessment task, you must achieve an overall percentage of 50% or higher.

You must pass each of the 4 assessment tasks to be eligible to pass this unit.

Assessment Tasks

1 PICO question and information search

Assessment Type

Written Assessment

Task Description

Assessment Task 1: **PICO research question and Information search**

The aims of this assessment task are to:

1. Develop an answerable clinical research question that is consistent with the PICO format.
2. Carry out an information search using at least 3 electronic academic databases.
3. Review and refine your articles using the PRISMA Flow Diagram Information Search template.

This written assessment task is due on Friday 7th April 2017 (Week 5) at 11.45pm AEST

Assessment Due Date

Week 5 Friday (7 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 7 Friday (28 Apr 2017)

Assessment to be returned within two weeks of submission

Weighting

25%

Minimum mark or grade

You must obtain a percentage grade of at least 50% to pass this assessment task. You must pass all assessment tasks to be eligible to pass this unit.

Assessment Criteria

Assessment will be marked against criteria relating to:

- Ability to construct, explain and justify a clinically answerable question in the PICO format
- Ability to plan and describe an information search strategy that will help to answer your PICO question
- Ability to analyse a variety of information sources for relevance to your clinical question using the PRISMA method

Full marking criteria is available on Moodle

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

To be submitted via Moodle

Learning Outcomes Assessed

- Formulate clinical questions using the PICO (Population-Intervention-Comparison-Outcome) format.
- Plan, carryout and evaluate information searches to address specific clinical questions.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 Critical appraisal of original research

Assessment Type

Written Assessment

Task Description

Assessment Task 2: Critical appraisal of original research

The aims of this assessment task are to:

1. Critically and thoroughly appraise one journal article reporting original research relevant to your research questions from Assessment Task, using the appropriate critical appraisal form
2. Provide an evaluative summary for your critically appraised article

This assessment task is due on Friday 5th May 2017 (Week 8) at 11.45pm AEST.

Assessment Due Date

Week 8 Friday (5 May 2017) 11:45 pm AEST

Return Date to Students

Assessment to be returned within two weeks of submission

Weighting

30%

Minimum mark or grade

You must obtain a percentage grade of at least 50% to pass this assessment task. You must pass all assessment tasks to be eligible to pass this unit.

Assessment Criteria

Assessment will be marked against criteria relating to:

- Ability to use critical appraisal tools appropriately and effectively
- Ability to critically evaluate research articles
- Academic writing

Full marking criteria will be available on Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

To be submitted via Moodle

Learning Outcomes Assessed

- Critically appraise and evaluate the quality of original research within health professions with support from established critical appraisal tools.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

3 Perspective piece

Assessment Type

Written Assessment

Task Description

Assessment Task 3: Perspective Piece

The aims of this assessment piece are to:

1. Present a synthesised and critical review of your findings and conclusions from the research undertaken in assessment tasks 1 and 2 of this unit.
2. Write a perspective piece suitable for publication in the Australian Health Review Journal.

This assessment task is due on Friday 2nd June 2017 (Week 12) at 11.45pm AEST.

Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

Assessment to be returned within two weeks of submission

Weighting

30%

Minimum mark or grade

You must obtain a percentage grade of at least 50% to pass this assessment task. You must pass all assessment tasks to be eligible to pass this unit.

Assessment Criteria

This assessment will be marked against criteria relating to:

- Ability to present a question in a PICO format and explain it's relevance to clinical practice
- Ability to concisely synthesis and evaluate research articles and sources to make appropriate and sound conclusions.
- Academic writing

Full marking criteria will be available on Moodle

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

To be submitted via Moodle

Learning Outcomes Assessed

- Formulate clinical questions using the PICO (Population-Intervention-Comparison-Outcome) format.
- Plan, carryout and evaluate information searches to address specific clinical questions.
- Critically appraise and evaluate the quality of original research within health professions with support from established critical appraisal tools.
- Apply principles of evidence-based practice to present a synthesized evaluation of a clinical topic using information acquired from multiple sources.

Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

4 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

Online Content Quizzes

This online quizzes will examine content covered throughout this unit as shown below:

1. Content Quiz 1: content covered weeks 1-4 of this unit

This online content quiz will be open from Monday 3rd April at 6.00am AEST - Sunday 9th April at 6.00pm AEST (Week 5)

2. Content Quiz 2: content covered weeks 5- 8

This online content quiz will be open from Monday 8th May at 6.00am AEST - Sunday 14th May at 6.00pm AEST (Week 9)

3. Content Quiz 3: content covered weeks 9-12

This online content quiz will be open from Monday 29th May at 6.00am AEST - Sunday 4th June at 6.00pm AEST (Week 12)

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Quiz 1: due week 5, Quiz 2: due week 9 and Quiz 3: due week 12

Return Date to Students

Correct answers are made available once each of the quizzes close.

Weighting

15%

Minimum mark or grade

You must obtain an overall accumulative percentage grade of at least 50% to pass this assessment task. You must pass all assessment tasks to be eligible to pass this unit.

Assessment Criteria

No Assessment Criteria

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Online content quizzes, completed online

Learning Outcomes Assessed

- Formulate clinical questions using the PICO (Population-Intervention-Comparison-Outcome) format.
- Plan, carryout and evaluate information searches to address specific clinical questions.
- Critically appraise and evaluate the quality of original research within health professions with support from established critical appraisal tools.
- Identify and apply key concepts related to evidence-based practice

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Information Technology Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem