



# ALLH12006 Evidence Based Practice for Health Professionals

## Term 1 - 2019

Profile information current as at 30/04/2024 09:50 pm

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 you to the principles of evidence-based practice (EBP) and develop your key skills for conducting EBP within clinical settings as an Allied Health Professional. You will be introduced to models of EBP that can be used to guide clinical decision making at an individual patient level and also at a service delivery level. During this unit you will gain experience in developing clinically answerable questions, performing information searches, undertaking critical appraisal and synthesising 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 - 2019

- Online

### 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: 30%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 30%

### 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 Have your Say

##### Feedback

The weekly formative assessment tasks that provided immediate feedback are of great benefit to student learning as they were able to check their knowledge and understanding of content as they progressed throughout the unit.

##### Recommendation

It is recommended that these tasks continue as a part of this unit. They allow students to develop PICO research questions and critically appraise a variety of different studies on a weekly basis. Students are also able to check their foundation knowledge in a series of online content quizzes that do not contribute to their overall grade.

#### Feedback from Have your Say

##### Feedback

it would be beneficial to have face-to-face lectures for this unit, instead of being delivered online.

##### Recommendation

This unit in an online unit, and it is recommended to remain that way, at least in the short term. Whilst some students would prefer this unit be delivered face-to-face, the majority of feedback suggests that students enjoy the fact that this unit is delivered online.

#### Feedback from Have your Say

##### Feedback

The assessment tasks and their requirement are clear and well explained.

##### Recommendation

Whilst many students believe the assessment tasks and their requirements to be clear and concise, it is recommended that further work continue in this area so that all students have a clear understanding of the assessment tasks and requirements.

## Unit Learning Outcomes

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

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ● Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ● Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Written Assessment - 30%</b>	●	●	●		

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Written Assessment - 40%	•			•	
3 - Written Assessment - 30%					•

### 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	•			•	•
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 - 30%	•	•	•	•		•		•		
2 - Written Assessment - 40%	•	•	•	•		•		•		
3 - Written Assessment - 30%	•	•	•	•		•		•	•	

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### 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](mailto:m.j.hayman@cqu.edu.au)

## Schedule

### Week 1: Introduction to Evidence-Based Practice (EBP) - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 2: Information needs and asking questions - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 3: Finding the evidence - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 4: Appraising and interpreting treatment / intervention research - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 5: Appraising and interpreting diagnostic research - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Break Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6: Appraising and interpreting prognostic research - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>PICO Research Question and Systematic Information Search</b> Due: Week 6 Monday (22 Apr 2019) 9:00 am AEST

### Week 7: Appraising and interpreting qualitative research - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 8: Appraising and interpreting systematic reviews - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 9: Appraising and interpreting clinical practice guidelines - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Critical Appraisal of Original Research** Due: Week 9 Monday (13 May 2019) 9:00 am AEST

### Week 10: Shared decision making - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 11: Closing research practice gaps by embedding EBP into routine clinical care - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 12: Review Week - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Embedding EBP into Clinical Care - Implications for Practice** Due: Week 12 Monday (3 June 2019) 9:00 am AEST

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

This unit is an online unit only. Thus, all lecture materials and learning resources are made readily available for you on the ALLH12006 Evidence-Based Practice Moodle page. There are no live lectures for this unit.

## Assessment Tasks

### 1 PICO Research Question and Systematic Information Search

#### Assessment Type

Written Assessment

#### Task Description

**The aims of this assignment task are to:**

1. Develop an answerable research question that is consistent with the PICO format
2. Carry out a systematic information search, using at least three (3) electronic academic databases
3. Review and refine your articles using the PRISMA search template
4. Communicate your systematic approach (methods used) in accordance with a systematic review of literature

**To be eligible to pass this unit, you must successfully pass ALL 3 assessment tasks.**

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

#### Assessment Due Date

Week 6 Monday (22 Apr 2019) 9:00 am AEST

#### Return Date to Students

Week 8 Monday (6 May 2019)

All assessment tasks will be returned, with individualised feedback within 2 weeks of the submission date.

**Weighting**

30%

**Minimum mark or grade**

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

**Assessment Criteria**

**This assessment task will be graded on the following criteria:**

1. Background of the research topic - Review of past literature related to the research topic and development of the rationale / justification for the proposed topic
2. PICO Research Question - Identification of PICO elements, development of research question
3. Information Search - Selection of academic databases and search strategy
4. Formatting and writing style - Spelling, grammar, formatting and referencing (APA)

Please refer to Moodle for a detailed criteria sheet.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

All assessment tasks must be submitted via Moodle in either a .doc or docx. format

**Learning Outcomes Assessed**

- Apply key concepts related to evidence-based practice
- Formulate a clinical research question using the PICO (Population-Intervention-Comparison-Outcome) format
- Plan, carry out 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**

**The aims of this assessment task are to:**

1. Critically appraise one journal article reporting a **Randomised Controlled Trial (RCT)**, using the appropriate critical appraisal form
2. Collate results into a 'Results Table' using all articles that were left at the end of Assessment Task 1
3. Communicate your results in accordance with a systematic review of literature

**To be eligible to pass this unit, you must successfully pass ALL 3 assessment tasks.**

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

**Assessment Due Date**

Week 9 Monday (13 May 2019) 9:00 am AEST

**Return Date to Students**

Week 11 Monday (27 May 2019)

All assessment tasks will be returned, with individualised feedback within 2 weeks of the submission date.

**Weighting**

40%

**Minimum mark or grade**

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

## Assessment Criteria

**This assessment task will be graded on the following criteria:**

1. Critical Appraisal Tool - Complete all sections of the appropriate Critical Appraisal Tool in detail
2. Results Table - Complete all sections of the Results Table with an appropriate level of details including research design, methodology and main results
3. Results Summary - Collate results from the Results Table into a clear and concise written results section, reflective of an academic journal article / manuscript
4. Formatting and writing style - Spelling, grammar, formatting and referencing (APA)

Please refer to Moodle for a detailed criteria sheet.

## Referencing Style

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

## Submission

Online

## Submission Instructions

All assessment tasks must be submitted via Moodle in either a .doc or docx. format

## Learning Outcomes Assessed

- Apply key concepts related to evidence-based practice
- Critically appraise and evaluate the quality of original research within health professions using established critical appraisal tools

## Graduate Attributes

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

# 3 Embedding EBP into Clinical Care - Implications for Practice

## Assessment Type

Written Assessment

## Task Description

**The aims of this assessment task are to:**

1. Explain why evidence-based practice is important
2. Explain and detail the process of evidence implementation
3. Offer insight as to why organisations should promote evidence-based practice
4. List and explain specific strategies that organisations might use to support Evidence-based practice

**To be eligible to pass this unit, you must successfully pass ALL 3 assessment tasks.**

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

## Assessment Due Date

Week 12 Monday (3 June 2019) 9:00 am AEST

## Return Date to Students

Exam Week Monday (17 June 2019)

All assessment tasks will be returned, with individualised feedback within 2 weeks of the submission date.

## Weighting

30%

## Minimum mark or grade

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

## Assessment Criteria

**This assessment task will be graded on the following criteria:**

1. A clear and applied explanation as to why evidence-based practice is important
2. A concise explanation detailing the process of evidence implementation



3. Offer insight as to why organisations should promote evidence-based practice
4. List and explain specific strategies that organisations might use to support Evidence-based practice
5. Formatting and writing style - Spelling, grammar, formatting and referencing (APA)

Please refer to Moodle for a detailed criteria sheet.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

All assessment tasks must be submitted via Moodle in either a .doc or docx. format

### **Learning Outcomes Assessed**

- Present a synthesised 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
- Social Innovation

## 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