



ALLH12006 Evidence Based Practice for Health Professionals

Term 1 - 2020

Profile information current as at 24/04/2024 08:37 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, and be required to identify the impacts of EBP on current practice across a variety of fields. 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

Pre-requisite: ALLH11009 Research Methods for Health Professionals

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 - 2020

- Online
- Rockhampton

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. **Online Quiz(zes)**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **Oral Examination**

Weighting: 40%

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 content in this unit would be better supported by a textbook.

Recommendation

It is recommended that a textbook be introduced to support the content of this unit.

Feedback from Have your Say

Feedback

Weekly tutorials would be beneficial to this unit, as it would allow students to reaffirm their knowledge and understanding of content.

Recommendation

It is recommended that weekly tutorials be introduced to this unit on a trial basis in 2020.

Feedback from Hay your Say

Feedback

The weekly activities are helpful as they allow students to check their knowledge and understanding of content.

Recommendation

It is recommended that the weekly activities continue to be provided to students within this unit and that they continue to be set up to provide immediate feedback for students.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 30%	•	•	•	•	
2 - Oral Examination - 40%		•	•	•	•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
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 - Online Quiz(zes) - 30%				•		•				
2 - Oral Examination - 40%	•	•	•	•		•		•		
3 - Written Assessment - 30%	•	•	•	•		•		•	•	

Textbooks and Resources

Textbooks

ALLH12006

Prescribed

Evidence-Based Practice across the Health Professions

Edition: 3 (2017)

Authors: Tammy Hoffman, Sally Bennett, Chris Del Mar

Elsevier

Chatswood, NSW, Australia

ISBN: 978-0-7295-4255-5

Binding: Paperback

Additional Textbook Information

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM (free download available through MyCQU Student Portal)

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: Introduction to Evidence-Based Practice (EBP) - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 1	

Week 2: Information needs, asking questions, and some basics of research studies - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 2	

Week 3: Finding the evidence - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 3	

Week 4: Evidence about effects of interventions - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Hoffman et al 2017 - Chapter 4
 Hoffman et al 2017 - Chapter 5
 (Recommended)

Week 5: Evidence about diagnosis - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 6 Hoffman et al 2017 - Chapter 7 (Recommended)	Online Content Quiz 1 Open: Week 5 (6 April 2020) 9.00 am AEST Close: Week 6 (13 April 2020) 9.00 am AEST

BREAK WEEK - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6: Evidence about prognosis - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 8 Hoffman et al 2017 - Chapter 9 (Recommended)	

Week 7: Understanding evidence from qualitative research - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 10 Hoffman et al 2017 - Chapter 11 (Recommended)	

Week 8: Appraising and interpreting systematic reviews - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 12	

Week 9: Appraising and interpreting evidence from clinical practice guidelines - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 13	Online Content Quiz 2 Open: Week 9 (11 May 2020) 9.00 am AEST Close: Week 10 (18 May 2020) 9.00 am AEST PICO question, systematic information search and critical appraisal Due: Week 9 Monday (11 May 2020) 9:00 am AEST

Week 10: Shared decision making and clinical reasoning - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 14 Hoffman et al 2017 - Chapter 15	

Week 11: Implementing and embedding evidence into routine clinical care - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Hoffman et al 2017 - Chapter 16 Hoffman et al 2017 - Chapter 17	

Week 12: Putting it all together - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Online Content Quiz 3

Open: Week 12 (1 June 2020) 9.00 am AEST

Close: Review Week (8 June 2020) 9.00 am AEST

The impact of evidence-based practice on patient care Due: Week 12 Monday (1 June 2020) 9:00 am AEST

Term Specific Information

Weekly lectures will be delivered live (face-to-face) via the Rockhampton campus.

These lectures will also be recorded and made readily available via our ALLH12006 Moodle page for all students.

Weekly tutorials will be delivered via Zoom for all students.

These tutorials will also be recorded and made readily available via our ALLH12006 Moodle page for all students.

There will also be weekly 'Drop-In' sessions via Zoom to ask questions, seek understanding and discuss content etc. with the teaching team.

Links to all recordings and access to zoom sessions are located under the appropriate week.

Assessment Tasks

1 Online Content Quizzes

Assessment Type

Online Quiz(zes)

Task Description

Content covered throughout the term will be assessed in a series of online content quizzes. There will be 3 online content quizzes in total.

Each quiz will consist of 60 multiple choice or true/false questions.

Each quiz will be open to students for a duration of 7 days, as outlined below:

1. Online Content Quiz 1 - Monday 6 April 2020, 9am AEST - Monday 13 April 2020, 9am AEST
2. Online Content Quiz 2 - Monday 11 May 2020, 9am AEST - Monday 18 May 2020, 9am AEST
3. Online Content Quiz 3 - Monday 1 June 2020, 9am AEST - Monday 8 June 20120, 9am AEST

The total scores from each of the 3 online content quizzes will be tallied to determine the overall mark out of 180. The total score will then be converted to a % score out of a maximum 30%.

Further detail is available on the ALLH11009 Moodle page under the 'Assessment' tab.

Number of Quizzes**Frequency of Quizzes****Assessment Due Date**

There are three online content quizzes to complete throughout the term

Return Date to Students

Grades and feedback will be returned to students upon the closure of each quiz

Weighting

30%

Minimum mark or grade

This assessment task is a MUST PASS task. The minimum mark to pass this assessment task is 50%.

Assessment Criteria

Students are required to answer 60 multiple choice or true/false questions per quiz, and will be allocated 80 minutes to complete each quiz.

Further detail is available on the ALLH12006 Moodle page under the 'Assessment' tab.

Referencing Style

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

Submission

Online

Submission Instructions

All online content quizzes must be completed via Moodle

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
- Critically appraise and evaluate the quality of original research within health professions using established critical appraisal tools

Graduate Attributes

- Information Literacy
- Information Technology Competence

2 PICO question, systematic information search and critical appraisal

Assessment Type

Written Assessment

Task Description

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, available through the CQUniversity Library
3. Search, review and refine your articles using the PRISMA search template
4. Critically appraise one journal article reporting a Randomised Controlled Trial (RCT), using the appropriate CASP tool

Assessment Due Date

Week 9 Monday (11 May 2020) 9:00 am AEST

Return Date to Students

Week 11 Monday (25 May 2020)

Grades and feedback will be returned two weeks after submission date

Weighting

30%

Minimum mark or grade

This assessment task is a MUST PASS task. The minimum mark to pass this assessment task is 50%.

Assessment Criteria

1. PICO Question - Identification of PICO elements, development of research question
2. Search Strategy - Selection of academic databases and search strategy
3. Systematic Information Search - PRISMA flow diagram
4. Section A of CASP - All elements of Section A (Are the results of the trial valid) of the CASP tool
5. Section B of CASP - All elements of Section B (What are the results) of the CASP tool
6. Section C of CASP - All elements of Section C (Will the results help locally) of the CASP tool
7. Formatting/layout - Completion of template
8. Academic Writing - Formal, objective clear and concise language

Further detail, including the assessment Task Sheet and Criteria Sheet, are available on the ALLH12006 Moodle page under the 'Assessment' tab.

Referencing Style

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

Submission

Online

Submission Instructions

Your submission must be uploaded as two (2) documents (1 x word file (doc. or docx. format) and 1 x PDF (article reviewed))

Learning Outcomes Assessed

- Apply key concepts related to evidence-based practice
- 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

3 The impact of evidence-based practice on patient care

Assessment Type

Oral Examination

Task Description

This task requires you to:

1. Investigate how a treatment/diagnosis/prognosis/patient care approach has changed based on EBP, and the impact it has had on the quality of patient care
2. Deliver an oral presentation that highlights the benefits/risks of the current treatment/diagnosis/prognosis/patient care approach, as well as recommendations for future research

Assessment Due Date

Week 12 Monday (1 June 2020) 9:00 am AEST

Return Date to Students

Exam Week Monday (15 June 2020)

Grades and feedback will be returned two weeks after submission date

Weighting

40%

Minimum mark or grade

This assessment task is a MUST PASS task. The minimum mark to pass this assessment task is 50%.

Assessment Criteria

1. Background - Background of the condition / issue
2. History - History of the treatment/diagnosis/prognosis/patient care approach
3. Changes - Changes to the treatment/diagnosis/prognosis/patient care approach based on EBP (or the failure to apply EBP) including the research that has informed the progression
4. Benefits and Risks - Benefits and risks of the current treatment/diagnosis/prognosis/patient care approach
5. Recommendations - Recommendations for further research required to inform the current treatment/diagnosis/prognosis/patient care approach
6. Referencing - Skill in using APA referencing conventions
7. PowerPoint Content - Correct formatting, clear and concise, logical progression
8. Presentation Skills - language clear and concise, engaging

Further detail, including the assessment Task Sheet and Criteria Sheet, are available on the ALLH12006 Moodle page under the 'Assessment' tab.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment must be uploaded through Moodle as a PDF document of the powerpoint slides. The powerpoint slides

will include a link to a Vimeo video of the presentation. No other formats will be accepted.

Learning Outcomes Assessed

- 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
- Critically appraise and evaluate the quality of original research within health professions using established critical appraisal tools
- 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

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