



ALLH12006 Evidence Based Practice for Health Professionals

Term 1 - 2022

Profile information current as at 14/12/2025 12:29 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 - 2022

- 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. **Written Assessment**

Weighting: 40%

2. **Presentation**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 20%

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' Student Satisfaction Survey

Feedback

The interactive activities between the lectures were of great benefit as they helped to solidify knowledge and understanding of a concept prior to moving onto the next concept.

Recommendation

It is recommended that the eFIL activities continue to be provided for students as a means of supporting their learning.

Feedback from 'Have your Say' Student Satisfaction Survey

Feedback

The assessment tasks were interesting and relevant as they directly relate to skills that are required in the 'real world' as health professionals.

Recommendation

It is recommended that the assessment tasks remain the same as they directly related to 'real world' skills that students will require as health professionals.

Feedback from ALLH12006 Moodle Discussion Forum

Feedback

Since technical issues can be introduced into eFIL activities with Moodle updates, it is recommended that these activities undergo continual testing to ensure they are working prior to the start of term.

Recommendation

These errors/bugs occurred after scheduled Moodle updates. As such, It is recommended that the eFIL activities undergo continual testing to ensure they are working without any issues/bugs prior to students accessing them.

Feedback from 'My Experience'

Feedback

This unit was delivered in a fun and engaging manner, despite the heavy theoretical focus.

Recommendation

It is recommended that content continue to be delivered in a fun and engaging manner to encourage student engagement and learning.

Unit Learning Outcomes

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

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

N/A

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 - Presentation - 40%	•	•	•	•	
2 - Written Assessment - 40%	•	•	•	•	
3 - Online Quiz(zes) - 20%					•

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					

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)
- Zoom (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 2: INFORMATION NEEDS & ASKING QUESTIONS - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 3: FINDING THE EVIDENCE - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4: INTRODUCTION TO CRITICAL APPRAISAL - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5: CRITICAL APPRAISAL - TREATMENT - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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BREAK WEEK - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6: CRITICAL APPRAISAL - DIAGNOSIS - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Online Content Quiz 1 Due: Week 6 Friday (22 Apr 2022) 9:00 am AEST

Week 7: CRITICAL APPRAISAL - PROGNOSIS - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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PICO question, systematic information search and critical appraisal Due: Week 7 Friday (29 Apr 2022) 9:00 am AEST

Week 8: CRITICAL APPRAISAL - OTHER STUDY DESIGNS - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 9: IMPLEMENTING EBP INTO ROUTINE & CLINICAL CARE - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 10: PROVIDING OPTIMAL PATIENT CARE - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11: EBP IN ACTION - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12: REVIEW WEEK - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Online Content Quiz 2 Due: Week 12 Friday (3 June 2022) 9:00 am AEST

The impact of Evidence-Based Practice on patient care Due: Week 12 Friday (3 June 2022) 9:00 am AEST

Assessment Tasks

1 PICO question, systematic information search and critical appraisal

Assessment Type

Written Assessment

Task Description

For this task, you are required to:

- Develop an answerable research question that is consistent with the PICO format
- Carry out a systematic information search, using at least three (3) electronic academic databases, available through the CQUniversity Library
- Search, review and refine your articles using the PRISMA search template
- Critically appraise one journal article reporting a Randomised Controlled Trial (RCT), using the appropriate CASP tool
- Provide a direct working link to the RCT that you critically appraise on the front page of your assessment task

Please refer to the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page for additional information, including a detailed task description.

Assessment Due Date

Week 7 Friday (29 Apr 2022) 9:00 am AEST

Return Date to Students

Week 9 Friday (13 May 2022)

NOTE: If your assessment is not submitted in accordance with the due date, grades and feedback will be returned two weeks after submission date.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

For this task, you will be graded against the following criteria:

- PICO Question - Identification of PICO elements, development of research question
- Search Strategy - Selection of academic databases and search strategy
- Systematic Information Search - PRISMA flow diagram
- Section A of CASP - All elements of Section A (Are the results of the trial valid) of the CASP tool
- Section B of CASP - All elements of Section B (What are the results) of the CASP tool
- Section C of CASP - All elements of Section C (Will the results help locally) of the CASP tool
- Formatting and Layout - In accordance with task sheet instructions
- Academic Writing - Formal, objective clear and concise language

IMPORTANT: It is a requirement of this assessment task that you provide a PFD copy of the Randomised Controlled Trial (RCT) that you critically appraised as a part of your assessment submission. Without this document, your assessment cannot be graded, thus a fail mark will be award as you have not met the requirements of this task. It is your responsibility to ensure you include this information within your assessment prior to completing your assessment submission.

This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit.

Please refer to the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page for additional information, including a detailed criteria sheet.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Your submission must contain two (2) documents including: (1) a single word file (doc. or docx. format) of your critical appraisal and; (2) a PDF of the RCT that you critically appraised. Your submission should be uploaded via the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page. Ensure that you upload the correct document and that you complete the submission process in its entirety, as late submissions are penalised.

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

2 The impact of Evidence-Based Practice on patient care

Assessment Type

Presentation

Task Description

For this task, you are required to:

- Select an allied health research topic of interest (it can be the same allied health topic you used for your PICO assessment task)
- 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
- Present a 6-8 minute pre-recorded Zoom presentation, using audio, visual and a PowerPoint presentation

Please refer to the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page for additional information, including a detailed task description.

Assessment Due Date

Week 12 Friday (3 June 2022) 9:00 am AEST

Return Date to Students

Exam Week Friday (17 June 2022)

NOTE: If your assessment is not submitted in accordance with the due date, grades and feedback will be returned two weeks after submission date

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

For this task, you will be graded against the following criteria:

- Summarise the background of the condition or issue
- Discuss the history of the treatment / diagnosis / prognosis / patient care approach
- Detail the changes to the treatment / diagnosis / prognosis / patient care approach based on EBP (or the failure to apply EBP) and highlight the research that has informed these changes
- Argue the benefits and risks of the current treatment / diagnosis / prognosis / patient care approach
- Make recommendations for future research required to inform the current treatment / diagnosis / prognosis / patient care approach
- Use appropriate referencing throughout presentation
- Ensure PowerPoint formatting is consistent
- Use a variety of presentation skills to engage the audience

This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit.

Please refer to the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page for additional information, including a detailed criteria sheet.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Your submission must be uploaded as a single Zoom file (mp4 format) via the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page. Ensure that you upload the correct file and that you complete the submission process in its entirety, as late submissions are penalised.

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

3 Online Content Quizzes

Assessment Type

Online Quiz(zes)

Task Description

For this task, you are required to demonstrate knowledge and understanding of important content delivered throughout the term by completing two online content quizzes in the allocated timeframes, as detailed below:

1. Quiz 1: This quiz will assess content covered during weeks 1 - 5:

- **OPEN:** Friday Week 4 (1 April @ 9:00am AEST 2022)
- **CLOSES:** Friday Week 6 (22 April @ 9:00am AEST 2022)

2. Quiz 2: This quiz will assess content covered during weeks 6 - 11:

- **OPEN:** Friday Week 10 (20 May @ 9:00am AEST 2022)
- **CLOSES:** Friday Week 12 (3 June @ 9:00am AEST 2022)

You should engage with **ALL** learning materials and resources, readily available via the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Please refer to the Task Description section above.

Return Date to Students

You will receive an immediate mark upon the completion of each quiz. Further insight (e.g., which specific questions you got correct and/or incorrect) will be available once the quiz is closed for all students.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

Students are required to answer 40 multiple choice or true/false questions per quiz, and will be allocated 60 minutes to complete each quiz.

This assessment task has a combined (cumulative score from Quiz 1 and Quiz 2) minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit.

Please refer to the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page for additional information.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

You should complete your online content quizzes via the ALLH12006 Evidence-Based Practice for Health Professionals Moodle page.

Learning Outcomes Assessed

- Demonstrate knowledge of fundamental evidence-based practice concepts.

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