PMSC29005 *Evidence-based Practice Project*
Term 1 - 2023

All details in this unit profile for PMSC29005 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
It is imperative that clinicians adopt a questioning, critical, and evidence-based approach to clinical practice to ensure high-quality, safe, and effective care for the community. In this unit you will learn how to apply an acceptable framework to develop an evidence-based question, utilise learnt strategies to conduct a scoping or systematic review and to evaluate, synthesise and communicate research applicable to critical care through the use of scoping or systematic review processes.

Details
Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *12*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.25*

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 - 2023

- 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 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Reflective Practice Assignment**
Weighting: 10%
3. **Literature Review or Systematic Review**
Weighting: 65%

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.

Unit Learning Outcomes

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

1. Apply an acceptable framework to develop an evidence-based question
2. Utilise learnt strategies to conduct a scoping or systematic review
3. Evaluate, synthesise and communicate research applicable to critical care through the use of scoping or systematic review processes.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 25%	●		
2 - Reflective Practice Assignment - 10%		●	
3 - Literature Review or Systematic Review - 65%	●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication			○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○	○	○
5 - Self-management		○	○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership			○
8 - 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
1 - Written Assessment - 25%	○		○	○		○		
2 - Reflective Practice Assignment - 10%	○		○	○	○	○		
3 - Literature Review or Systematic Review - 65%	○	○	○	○	○	○	○	

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)
- Microsoft Excel
- Endnote referencing software

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Geraldine Vaughan Unit Coordinator
g.a.vaughan@cqu.edu.au

Schedule

Week 1- Evidence Based Practice Projects - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Unit; Evidence-based Practice in health; Introduction to evidence-based reviews. • The practical value of research for paramedics • Principles of evidence-based practice • Overview and comparison of reviews • Why a scoping review?	See weekly Learning Activities and e-Reading list.	

Week 2- Identifying the problem: Clinical and research questions - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of this week you will apply skills and strategies to commence your scoping review, including: • (Re) famililarising yourself with the research process • Identifying research gaps: what do we know and what do we need to find out? • Developing Aims and Objectives in evidence-based research • Mapping the literature • Framing the PICO: getting from the topic to the research question/statement • Applying this framework to develop the research question for your scoping review	See weekly Learning Activities and e-Reading list.	Discussion forum post due Friday

Week 3- Searching the literature 1 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of this week you will draw on your existing skills and further develop effective strategies in searching the literature for your scoping review, including: • Peer reviewed literature: why it matters • University databases • Search terms • Accessing Library support	See weekly Learning Activities and e-Reading list.	

Week 4-Scoping review – protocol - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of this week you will develop strategies to methodically structure your scoping review, including: • Understanding and applying research methodologies • Steps of a Scoping review • Harnessing scoping review resources • Using a Checklist: the PRISMA-ScR	See weekly Learning Activities and e-Reading list.	Discussion forum post due Friday

Week 5-Searching the literature 2 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of this week you will be more confident in applying effective search strategies including: • Identifying eligibility criteria for the scoping review - inclusion and exclusion • Dealing with 10,000 results! - setting boundaries and refining your search terms • Strategies for saving and exporting results • Using Reference management software - Endnote	See weekly Learning Activities and e-Reading list.	**Assessment 1 Draft Scoping Review due Friday week 5** **Draft Scoping Review** Due: Week 5 Friday (7 Apr 2023) 11:45 pm AEST

Mid-term break - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 06- Extracting and synthesising data 1 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of this week you will apply your knowledge of screening and reviewing the literature in order to: • Conduct a screening review • Employ tools such as Excel and Endnote to manage your data	See weekly Learning Activities and e-Reading list.	Discussion forum post due Friday

Week 07- Extracting and synthesising data 2 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of the week, you will apply your methodological skills learnt thus far to: • Synthesise evidence – mapping to the review • Critical appraisal • Construct your analysis	See weekly Learning Activities and e-Reading list.	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of the week, you will continue incorporating knowledge and skills learnt and applying the scoping review methodology you have developed in order to: • Structure your second draft review, including background, methods, findings, discussion, [with a consideration of implications and conclusion] • Draft tables and figures	See weekly Learning Activities and e-Reading list.	Discussion forum post due Friday

Week 09- Writing an abstract - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of the week, you will build on your existing knowledge to: • Identify best-practice principles of writing a good abstract • Apply these principles in developing a draft abstract for your scoping review	See weekly Learning Activities and e-Reading list.	

Week 10- So what? Implications and conclusion - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
By the end of the week, you will consolidate your abilities and skills developed in writing your review in order to: • Identify recommendations for future research based on gaps identified • Outline implications for practice and guidelines • Incorporate these into your scoping review • Consider the role of working with stakeholders throughout your review	See weekly Learning Activities and e-Reading list.	Discussion forum post due Friday

Week 11- Preparing your submission - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
During this week, you will continue to apply your knowledge and skills to your review, as well as finalise your reflective practice assignment: • Assess your review against key methodological principles, including the PRISMA-ScR checklist • Reflect on and review your fortnightly forum discussions in the context of Assessment 2	See weekly Learning Activities and e-Reading list.	**Assessment 2 Reflective Practice Assignment due Friday** **Reflective practice assignment** Due: Week 11 Friday (26 May 2023) 11:45 pm AEST

Week 12- Unit review - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
During this week, you will consolidate what you have learnt throughout the term in order to: • Finalise and submit your scoping review • Review what you have learnt throughout the Unit and how to apply in your professional context	See weekly Learning Activities and e-Reading list.	**Assessment 3 Scoping Review due Friday** **Scoping review** Due: Week 12 Friday (2 June 2023) 11:45 pm AEST

Assessment Tasks

1 Draft Scoping Review

Assessment Type
Written Assessment

Task Description
Write a draft of your scoping review project, incorporating a detailed plan of the project's methodology. This allows you as the researcher to clarify and organise your thoughts, and will provide you with feedback to help guide your final scoping review.
The draft scoping review comprises the background (a brief literature review), to critique the literature and identify knowledge gaps, the objectives and review question/aim, and a draft of your scoping review protocol. This review should be relevant to paramedicine and critical care.
Assessment 1 Draft scoping review - content

- Proposed title (max 15 words).
- Keywords (3-5).
- Background. This will include an outline of the background to your research and how your reading of these articles has established the need for further research. The literature should also help to inform your objectives, review question, and methodology.
- Objectives and review question/aim
- Methodology – search strategy, inclusion and exclusion criteria, and study screening and selection.
- References
- Upload at least 3-5 relevant full-text articles
- You will also need to briefly consider your data extraction method.

Refer to Moodle Assessment section for detailed instructions and marking criteria rubric.

Assessment Due Date
Week 5 Friday (7 Apr 2023) 11:45 pm AEST

Return Date to Students
Week 6 Monday (17 Apr 2023)

Weighting
25%

Minimum mark or grade
50%

Assessment Criteria
Download the Assessment Rubric *as you commence* the assessment to help guide your draft review. Other key points include:

- The written assessment should be presented in an essay format.
- The written assessment must address each of the topic tasks and incorporate content description as detailed above.
- Avoid superficial points or comments and be clear and concise.
- Include in-text referencing and a reference list (Harvard referencing style)
- There is a minimum word count of 1500 words (+/- 10%) (excluding references and the full-text articles. Upload all full-text articles separately).

This written assessment is worth 25% of your overall unit mark.

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Apply an acceptable framework to develop an evidence-based question

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

- Ethical and Professional Responsibility

2 Reflective practice assignment

Assessment Type
Reflective Practice Assignment

Task Description
Assessment 2 comprises two parts: participation in five x fortnightly Discussion forums, and a final reflective practice piece that summarises your thoughts based on the Discussion forum contributions. You will join the discussion forums in Moodle to discuss and reflect on topics relevant to developing a scoping review or systematic review.

Part A
Every second week from Week 2 a discussion topic will be posted on the unit's Moodle site. Your task is to participate in each of the discussions that are generated in weeks 2, 4, 6, 8 and 10. Your comments should demonstrate your understanding of the weekly discussion topic, together with the research that you have undertaken in response to it. You must also show evidence that you have engaged with the content by responding to the postings of other students and/or the unit coordinator. You will have a week to submit your weekly response in the discussion thread.
Your responses (approximately 200 words) must cover these three (3) aspects :

- Be focused on the weekly topic and provide a thorough and thoughtful response,
- Include your opinion and reflection,
- Provide evidence as required.

Part B
Final Reflective Practice submission (1000 words +/- 10%)
The final summary is a piece of reflective writing of approximately 1000 words where you discuss your journey in the development of your skills to undertake a scoping or a systematic review. Students are encouraged to use the material posted on the forums but are to ensure that this is cited (ie. the date you posted this information/response on the forum and the forum you posted this on).
Please note: students are encouraged to write in the first person for both Parts A and B.
Reflective writing Infosheet and Video: https://libanswers.library.cqu.edu.au/faq/170178

Assessment Due Date
Week 11 Friday (26 May 2023) 11:45 pm AEST

Return Date to Students
Review/Exam Week Friday (9 June 2023)

Weighting
10%

Minimum mark or grade
50%

Assessment Criteria
Download the Assessment 2 marking criteria rubric *in week 2* (ie the first Discussion forum post) to help guide your approach to reflective writing through the term. Other key points include:

- The written assessment should be presented in an essay format.
- Use in-text referencing (citing any Discussion forum posts) and a reference list (Harvard referencing style)
- There is a minimum word count of 1000 words (+/- 10%) (excluding references).

This written assessment is worth 10% of your overall unit mark.

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Utilise learnt strategies to conduct a scoping or systematic review

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- Self-management

- Ethical and Professional Responsibility

3 Scoping review

Assessment Type
Literature Review or Systematic Review

Task Description
In this assessment, you will be required to develop and complete your scoping review project. The scoping review should be 2500 words (10+/-) in length excluding the structured abstract, appendices, figures, tables, and references. At least 20 journal articles will need to be cited throughout the paper. This review should be relevant to paramedicine and critical care.
The scoping review will include the following:

- Abstract
- Introduction
- Review Question
- Keywords
- Eligibility criteria – PCC and Types of Sources
- Methods – Search strategy, Study/Source of Evidence selection, Data Extraction, Data Analysis, and Presentation
- Conclusion
- References
- Appendices – Search Strategy, Data Extraction Instrument, and any other applicable appendices

Assessment Due Date
Week 12 Friday (2 June 2023) 11:45 pm AEST

Return Date to Students
Exam Week Friday (16 June 2023)

Weighting
65%

Minimum mark or grade
50%

Assessment Criteria
Download the Assessment 3 marking criteria rubric *early in term* to help guide you. Key points to be addressed:

- The written assessment should be presented in an essay format.
- The written assessment must address each of the main topic tasks as detailed in the task description above, following the PRISMA ScR checklist.
- Avoid superficial points or comments and be clear and concise.
- As this is a written assessment, you must include in-text referencing and a reference list.

The scoping review should be 2500 words (10+/-) in length excluding the structured abstract, appendices, figures, tables, and references. At least 20 journal articles will need to be cited throughout the paper. This review should be relevant to paramedicine and critical care. This written assessment is worth 65% of your overall unit mark.

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Apply an acceptable framework to develop an evidence-based question
- Evaluate, synthesise and communicate research applicable to critical care through the use of scoping or systematic review processes.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

- Leadership

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