



# PHTY8104

## Evidence-based Healthcare

Session 1, In person-scheduled-weekday, North Ryde 2024

*Department of Health Sciences*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Unit Convenor

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Tutor

Karen Peebles

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Credit points

10

Prerequisites

(PHTY800 or PHTY8100) and (PHTY801 or PHTY8101) and (PHTY802 or PHTY8102) and (PHTY8103 or PHTY803 or MEDI915 or MEDI8105)

Corequisites

Co-badged status

Unit description

This unit will introduce you to the principles underpinning the practice of evidence-based health care, whereby research evidence is integrated with clinical expertise and clients' / patients' values. Specifically, you will learn how to formulate clinical questions about diagnosis, prognosis, treatment and the lived experience, and locate and critically appraise relevant evidence to answer those questions. Both quantitative and qualitative research will be used for these purposes. This unit will provide you with an evidence-based health care framework for concurrent and future units to enhance communication, reflection and life-long learning skills. You will be able to use this framework to develop a research and/or clinical practice that is inclusive and equitable. Through integration with students from other health professional courses, you will undertake an interprofessional community-based clinical component, developing foundational skills in how to implement evidence-based health care in clinical practice.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

**ULO1:** Critically appraise relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment (Scientist and Scholar)

**ULO2:** Competently formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Clinical Practitioner)

**ULO3:** Apply knowledge and skills in evidence-based healthcare to develop relevant written reports and critically appraise topic reviews which meet academic writing and referencing standards (Scientist and Scholar)

**ULO4:** Competently use electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of physiotherapy (Scientist and Scholar)

**ULO5:** Discuss practical strategies to successfully implement current evidence into clinical practice (Clinical Practitioner)

**ULO6:** Explain how psychological, social and cultural issues affect the health of individuals and populations and how diversity can be respected within the context of evidence-based healthcare (Engaged Global Citizen)

**ULO7:** Participate effectively in classes and peer teams, by seeking and reflecting upon feedback on own your performance to generate strategies that optimise individual and team performance (Professional)

**ULO8:** Communicate and behave effectively and professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Professional)

## General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

## Grading of Assessments

You will receive a grade for each assessment within this unit. The grades awarded will reflect a holistic evaluation of the work against the criteria outlined within the corresponding assessment rubric. Course grading will be used for the HAWC assignment and Viva examination with the calculation of numerical marks for these assessment tasks based on the following percentages, and rounded to the nearest full mark:

- High distinction (HD) – 95%
- Distinction (D) – 80%
- Credit (C) – 70%
- Pass (P) – 60%
- Pass threshold (P-) – 50%
- Fail (F) – 40%

Submission of an incomplete assessment task may result in the Fail (F) grade to be awarded a numerical grade below 40%.

## Hurdle Assessment

Assessment task 4, the Clinical Placement Logbook, is a hurdle assessment. A hurdle assessment is defined as an assessment task mandating a minimum level of performance as a condition of passing the unit in which it occurs. You must obtain a pass grade in this assessment as a minimum requirement for passing the unit. Should you fail to obtain a pass grade upon your initial attempt, one supplementary opportunity will be provided to demonstrate that you meet the minimum requirements for this assessment. This supplementary opportunity may be in the form of additional time to complete the task. Should you still not meet a pass standard a Fail (Hurdle) grade will be awarded, as indicated by a FH grade upon your transcript.

## Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60

7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Clinical Education Simulation and Reflection - Part 1</a>	30%	No	Week 6
<a href="#">Clinical Education Simulation and Reflection - Part 2</a>	40%	No	Week 10
<a href="#">Clinical Reflection</a>	30%	No	Week 13
<a href="#">Clinical Placement Logbook</a>	0%	Yes	Week 14

### Clinical Education Simulation and Reflection - Part 1

Assessment Type <sup>1</sup>: Simulation/role play

Indicative Time on Task <sup>2</sup>: 18 hours

Due: **Week 6**

Weighting: **30%**

This assessment task will involve submitting a video where you will simulate being a future clinician educating your HAWC volunteer about their condition with a focus on their diagnosis and prognosis. In a written reflection, you will evaluate the alignment between the health care journey of the your HAWC volunteer and the best available evidence.

On successful completion you will be able to:

- Critically appraise relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment (Scientist and Scholar)
- Competently formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Clinical Practitioner)
- Apply knowledge and skills in evidence-based healthcare to develop relevant written

reports and critically appraise topic reviews which meet academic writing and referencing standards (Scientist and Scholar)

- Competently use electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of physiotherapy (Scientist and Scholar)
- Discuss practical strategies to successfully implement current evidence into clinical practice (Clinical Practitioner)
- Communicate and behave effectively and professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Professional)

## Clinical Education Simulation and Reflection - Part 2

Assessment Type <sup>1</sup>: Simulation/role play

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 10**

Weighting: **40%**

This assessment task will involve submitting a video where you will simulate being a future clinician educating your HAWC volunteer about the treatments available for their main condition according to the best available evidence. In a written reflection, you will evaluate the alignment between the health care journey of the your HAWC volunteer and the best available evidence.

On successful completion you will be able to:

- Critically appraise relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment (Scientist and Scholar)
- Competently formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Clinical Practitioner)
- Apply knowledge and skills in evidence-based healthcare to develop relevant written reports and critically appraise topic reviews which meet academic writing and referencing standards (Scientist and Scholar)
- Competently use electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of physiotherapy (Scientist and Scholar)
- Discuss practical strategies to successfully implement current evidence into clinical practice (Clinical Practitioner)

- Explain how psychological, social and cultural issues affect the health of individuals and populations and how diversity can be respected within the context of evidence-based healthcare (Engaged Global Citizen)
- Participate effectively in classes and peer teams, by seeking and reflecting upon feedback on own your performance to generate strategies that optimise individual and team performance (Professional)
- Communicate and behave effectively and professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Professional)

## Clinical Reflection

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 18 hours

Due: **Week 13**

Weighting: **30%**

This Assessment Task requires you to reflect on all your clinical experiences in this unit, with particular focus on inclusion and diversity. You will be required to demonstrate utilisation of best available qualitative research in your reflections.

On successful completion you will be able to:

- Critically appraise relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment (Scientist and Scholar)
- Apply knowledge and skills in evidence-based healthcare to develop relevant written reports and critically appraise topic reviews which meet academic writing and referencing standards (Scientist and Scholar)
- Discuss practical strategies to successfully implement current evidence into clinical practice (Clinical Practitioner)
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how diversity can be respected within the context of evidence-based healthcare (Engaged Global Citizen)
- Participate effectively in classes and peer teams, by seeking and reflecting upon feedback on own your performance to generate strategies that optimise individual and team performance (Professional)

- Communicate and behave effectively and professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Professional)

## Clinical Placement Logbook

Assessment Type <sup>1</sup>: Log book

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **Week 14**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

This assessment task requires you to submit a detailed logbook of your clinical placement hours for the unit.

On successful completion you will be able to:

- Discuss practical strategies to successfully implement current evidence into clinical practice (Clinical Practitioner)
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how diversity can be respected within the context of evidence-based healthcare (Engaged Global Citizen)
- Participate effectively in classes and peer teams, by seeking and reflecting upon feedback on own your performance to generate strategies that optimise individual and team performance (Professional)
- Communicate and behave effectively and professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Professional)

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation



## Delivery and Resources

### Teaching and Learning Strategy

This unit integrates the development of Evidence-based and Inter-professional Health Care skills in lectures and tutorials with clinical application in the Community Clinical Placement. Lectures will provide foundation knowledge, using a variety of delivery modes, including online and in-person lectures and Connected Curriculum modules. In-person tutorials will give you the opportunity to develop practical skills in the key topics, such as formulating clinical questions, searching electronic databases and critical appraisal of evidence. By integration of these skills with real-life clinical examples from your experiences on your Community Clinical Placement, you will develop the ability to implement Evidence-Based Health Care in clinical practice.

### Inter-professional Learning and Teaching

In this unit, you will have a unique opportunity to work together with inter-professional peers across the Doctor of Physiotherapy, Doctor of Medicine, and Master of Clinical Audiology courses on their Community Clinical Placements. Lectures and tutorials will be conducted with students from all courses together in the learning spaces, to facilitate inter-professional team work and understanding. The unit is delivered by an inter-professional team, including health professionals, academics and clinicians with expertise in medicine, physiotherapy, audiology, psychology and other clinical backgrounds.

### Attendance

Professionalism is a key capability embedded in the Macquarie DPT course. As part of developing professionalism, you are expected to attend all small group interactive sessions including tutorials. If attendance is deemed to be of concern, this will be referred to the Lead (Student Professionalism) for remediation, subsequent monitoring, and recording.

There will be two in-person lectures, and all other material is available on iLearn as online modules. Tutorials are scheduled in your individual timetable. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>. You may make a request to your tutor to attend a different tutorial on a one-off basis for extenuating circumstances.

Failure to attend/complete any learning and teaching activities, including lectures and tutorials, may impact your final results. It is your responsibility to contact your tutor or the unit convenor by email to inform tutors if they are going to be absent.

### iLearn

This unit's iLearn site will provide weekly resources for students, including:

- lecture notes
- tutorial worksheets
- preparation and consolidation material
- videos

- other teaching resources
- assessment details

### **Unit materials and readings**

The textbooks for the unit are:

- Strauss et al. Evidence-Based Medicine: How to Practice and Teach it. 4th or 5th Edition.
- Herbert et al. Evidence-based Physiotherapy. 2nd Edition
- Greenhalgh et al. Understanding Research Methods for Evidence-based Practice in Health. 3rd Edition.

Copies of these books are available in the MQ library. Digital version of these books are available online and can be accessed via the [MQ Library database](#). Weekly readings will come from journal articles and a range of text book chapters. Most weekly readings will be available on iLearn (Unit Readings and Access to Papers) or MQ Library e-reserve.

### **Technology and Equipment**

#### On-campus

Teaching rooms are equipped with state of art audio-visual and ICT equipment including ipads, laptops, internet connection, high quality video cameras and multiple LCD screens.

#### Off-campus

To study optimally when off campus you will need to have access to a reliable internet connection to retrieve unit information & submit assessment tasks via iLearn.

### **Unit organisation**

This is a ten credit point unit. Overall, it is anticipated that you spend approximately 150 hours across the session on this unit. Within this session there will be 56 hours spent on learning activities including class preparation, flipped content delivery and on-campus tutorials. In addition, 35 hours allocated to Community Clinical Placement activities.

### **Consultation with staff**

All staff will be available for individual consultations, please see iLearn site for information on staff availability for consultation.

## **Unit Schedule**

Detailed information pertaining to the unit schedule can be found on iLearn.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)

- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Changes from Previous Offering

There has been an addition of Master of Audiology as part of co-teaching and community clinical placements which further enhances inter-disciplinary education in this unit.

## Equity, Inclusivity, and Diversity

Social inclusion and belonging at Macquarie University is about giving everyone the opportunity to benefit from higher education by studying at university, participating in campus life, and flourishing in their chosen fields. The University continues to work towards the promotion of an inclusive, equitable, and diverse campus community for the benefit of staff and students. Fostering a supportive and flourishing culture at the University is everyone's responsibility. As a

member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender identity, gender expression, race, ethnicity, culture, marital status, carers' responsibilities, socioeconomic status, disability status, sexual orientation, age, political conviction, and/or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone. For more information on how Macquarie University fosters a culture of support, please see this [website](#). If you have any concerns regarding equity, inclusivity, and diversity in this unit, please contact your Unit Convenor.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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Unit information based on version 2024.02 of the [Handbook](#)