



MEDI8102

Evidence-Based Healthcare

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

Macquarie Medical School

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General Information

Unit convenor and teaching staff

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MD Year 1 Lead

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MD Course Support

MD Course Support

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Credit points

10

Prerequisites

Admission to MD

Corequisites

((MEDI910 or MEDI8100) and (MEDI911 or MEDI8101))

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 and treatment, and locate and critically appraise relevant evidence to answer those questions. This unit will provide you with an evidence-based framework for concurrent and future units to enhance communication, reflection and life-long learning skills. 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 (Capability 1: Scientist and Scholar)

ULO2: Formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Capability 2: 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 (Capability 1: Scientist and Scholar)

ULO4: Utilise electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine (Capability 1: Scientist and Scholar)

ULO5: Discuss practical strategies to successfully implement current evidence into clinical practice (Capability 2: 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 (Capability 3: Engaged Global Citizen)

ULO7: Participate in classes and peer teams, by seeking and reflecting upon feedback on own your performance to generate strategies that optimise individual and team performance (Capability 4: Professional)

ULO8: Communicate and behave professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Capability 4: Professional)

General Assessment Information

Detailed information regarding the assessment of the Macquarie MD and unit-specific assessment is available on the MQMDAssess Macquarie MD Assessment iLearn site.

In this unit all assessment tasks will be coarse graded, with grades (P+, P, P-, F) assigned to the focused and generic MD Capability Aspects as well as overall task performance. Only the coarse grade for the overall performance of assessment tasks weighted according to their contribution will be used to calculate the overall unit aggregate. Unit outcomes based on the unit aggregate will be reported to the University using the standard Macquarie grades (High distinction, Distinction, Credit, Pass, Fail). A single numerical grade (SNG) will be reported for each University grade. The conversion of the aggregate to SNG are available in the Macquarie MD Rules of Assessment and Progression document posted in the Policies and Guidelines section of

the MDCU Doctor of Medicine Community iLearn site.

All final grades in the Macquarie MD are reviewed by the MD Course Board and Faculty Assessment Committee and ratified by the Faculty of Medicine, Health and Human Sciences Faculty Board. Therefore, they are not the sole responsibility of the Unit Convenor. To pass this unit students must demonstrate sufficient evidence of achievement of the learning outcomes, attempt all assessment tasks, and meet any ungraded requirements which include professionalism.

Extensions for Assessment tasks

Applications for assessment task extensions must be submitted via <https://ask.mq.edu.au/>. For further details please refer to the Special Consideration Policy.

Professional Expectations

Professionalism is a key capability embedded in the Macquarie MD. Professional Behaviour Notifications (PBN) which can be a breach (PBNB) or a commendation (PBNC) may be awarded. PBNs will be recorded in the student's portfolio. As part of developing professionalism, Macquarie MD students are expected to attend all small group interactive sessions including tutorials. If attendance is deemed to be of concern, the student will be referred to the Stage 1 Lead for remediation, subsequent monitoring, and recording in the portfolio. Similarly, as part of developing professionalism, Macquarie MD students are expected to submit all work by the due date. Late submission without prior approved extension will result in a professional behaviour notification- breach (PBNB) in the portfolio.

Assessment Tasks

Name	Weighting	Hurdle	Due
Clinical Education Simulation and Reflection - Part 1	40%	No	Week 6
Clinical Education Simulation and Reflection - Part 2	40%	No	Week 10
Clinical Reflection Report	20%	No	Week 13
Clinical Placement Logbook	0%	Yes	Week 14

Clinical Education Simulation and Reflection - Part 1

Assessment Type ¹: Simulation/role play

Indicative Time on Task ²: 20 hours

Due: **Week 6**

Weighting: **40%**

This assessment task will involve submitting an audio or 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. Overall performance, capability aspects and Stage 1 EPAs may be assessed and results recorded in your Macquarie Assessment Portfolio.

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 (Capability 1: Scientist and Scholar)
- Formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Capability 2: 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 (Capability 1: Scientist and Scholar)
- Utilise electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine (Capability 1: Scientist and Scholar)
- 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 (Capability 3: Engaged Global Citizen)
- Communicate and behave professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Capability 4: Professional)

Clinical Education Simulation and Reflection - Part 2

Assessment Type ¹: Simulation/role play

Indicative Time on Task ²: 20 hours

Due: **Week 10**

Weighting: **40%**

This assessment task will involve submitting an audio or 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. Overall performance, capability aspects and Stage 1 EPAs may be assessed and results recorded in your Macquarie Assessment Portfolio.

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 (Capability 1: Scientist and Scholar)
- Formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Capability 2: 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 (Capability 1: Scientist and Scholar)
- Utilise electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine (Capability 1: Scientist and Scholar)
- Discuss practical strategies to successfully implement current evidence into clinical practice (Capability 2: 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 (Capability 3: Engaged Global Citizen)
- Participate in classes and peer teams, by seeking and reflecting upon feedback on own your performance to generate strategies that optimise individual and team performance (Capability 4: Professional)
- Communicate and behave professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Capability 4: Professional)

Clinical Reflection Report

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 15 hours

Due: **Week 13**

Weighting: **20%**

This Assessment Task is comprised of two brief reports that requires you to reflect on your clinical experiences in this unit: (1) a Formal Feedback Report; (2) Clinical Reflection Report. Overall performance and specific capability aspects will be assessed and results recorded in your Macquarie Assessment Portfolio.

On successful completion you will be able to:

- Discuss practical strategies to successfully implement current evidence into clinical practice (Capability 2: 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 (Capability 3: Engaged Global Citizen)
- Participate in classes and peer teams, by seeking and reflecting upon feedback on own your performance to generate strategies that optimise individual and team performance (Capability 4: Professional)
- Communicate and behave professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities. (Capability 4: Professional)

Clinical Placement Logbook

Assessment Type ¹: Log book

Indicative Time on Task ²: 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. This result will be recorded overall and for specific capability aspects in your Macquarie Assessment Portfolio.

On successful completion you will be able to:

- Discuss practical strategies to successfully implement current evidence into clinical practice (Capability 2: 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 (Capability 3: Engaged Global Citizen)
- Participate in classes and peer teams, by seeking and reflecting upon feedback on own your performance to generate strategies that optimise individual and team performance (Capability 4: Professional)
- Communicate and behave professionally in accordance with ethical, legal and professional standards of care whilst undertaking community clinical placement activities.

(Capability 4: Professional)

¹ 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.

² 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 lectures and Connected Curriculum modules. Tutorials will give students the opportunity to develop practical skills in the key topics, such as formulating clinical questions, searching electronic databases and critical appraisal of evidence. Students will integrate these skills with their experiences on their Community Clinical Placement, to implement Evidence-Based Health Care in clinical practice.

Inter-professional Learning and Teaching

Students will have a unique opportunity to work together with the Doctor of Physiotherapy students on the Community Clinical Placements, and both Doctor of Physiotherapy and Masters of Clinical Audiology students during lectures and tutorials. The unit is delivered by an inter-professional team, including health professionals, academics and clinicians.

iLearn

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

- lecture notes and recordings
- tutorial worksheets
- preparation and consolidation material
- videos
- other teaching resources
- assessment details

Technology and Equipment

MQ is a BYOD environment. Students are encouraged to bring their personally owned devices (laptops, tablets, etc.) to class and to use these devices to access information and study. Teaching rooms are equipped with audio-visual and ICT equipment. To study optimally when off campus you will need to have access to a reliable internet connection to retrieve unit information and engage with online resources.

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 or if you are a Global MBA student contact 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/.

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

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, and team-based learning activities. Some learning activities are recorded, 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.

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