CAUD8101

Research and Evidence-Based Practice

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

Department of Linguistics

Contents

General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
Admission to MClinAud

Corequisites
CAUD8102 and CAUD8103 and CAUD8104

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 (Capability 1 Scientist and Scholar)

ULO2: Competently formulate clinical research questions relevant to people who seek hearing healthcare (Capability 2 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: Use electronic resources to search health and medical literature to locate relevant research evidence to answer clinical research questions to enhance the practice of audiology (Capability 1 Scientist and Scholar)

ULO5: Appraise practical strategies to successfully implement current evidence into clinical practice (Capability 2 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 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 (Capability 4 Professional)

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

General Assessment Information

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.

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

Late submission of time sensitive tasks, such as timetabled tests/exams, scheduled performance assessments/presentations, scheduled practical assessments/labs, will be addressed by the unit convenor in a Special consideration application.

Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the special consideration policy. Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Clinical Education Simulation and Reflection - Part 1	30%	No	28/3/24
Clinical Education Simulation and Reflection - Part 2	40%	No	6/5/24
Annotated Bibliography	30%	No	20/5/24
HAWC Clinical Placement Logbook	0%	Yes	3/6/24

Clinical Education Simulation and Reflection - Part 1

Assessment Type [1]: Simulation/role play

Indicative Time on Task [2]: 20 hours
Due: **28/3/24**
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 (Capability 1 Scientist and Scholar)
- Competently formulate clinical research questions relevant to people who seek hearing healthcare (Capability 2 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)
- Use electronic resources to search health and medical literature to locate relevant research evidence to answer clinical research questions to enhance the practice of audiology (Capability 1 Scientist and Scholar)
- Appraise practical strategies to successfully implement current evidence into clinical practice (Capability 2 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 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 (Capability 4 Professional)
- Communicate and behave effectively and 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: **6/5/24**
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 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 (Capability 1 Scientist and Scholar)
- Competently formulate clinical research questions relevant to people who seek hearing healthcare (Capability 2 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)
- Use electronic resources to search health and medical literature to locate relevant research evidence to answer clinical research questions to enhance the practice of audiology (Capability 1 Scientist and Scholar)
- Appraise practical strategies to successfully implement current evidence into clinical practice (Capability 2 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 Citizen)
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Annotated Bibliography

Assessment Type [1]: Annotated bibliography
Indicative Time on Task [2]: 32 hours
Due: **20/5/24**

Weighting: **30%**

You will develop a research question based upon your clinical placements and complete a corresponding annotated bibliography identifying a comprehensive and appropriate body of literature with an evaluation of the quality of the 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 (Capability 1 Scientist and Scholar)
- Competently formulate clinical research questions relevant to people who seek hearing healthcare (Capability 2 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)
- Use electronic resources to search health and medical literature to locate relevant research evidence to answer clinical research questions to enhance the practice of audiology (Capability 1 Scientist and Scholar)

HAWC Clinical Placement Logbook

Assessment Type [1]: Log book
Indicative Time on Task [2]: 6 hours
Due: **3/6/24**
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 HAWC clinical placement hours for the unit.

On successful completion you will be able to:

- Appraise practical strategies to successfully implement current evidence into clinical practice (Capability 2 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 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 (Capability 4 Professional)

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

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[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

This unit is blended, with online reocrded lessons, reading and activities supported by in-person tutorials and lessons. The first 8 weeks of the unit are co-taught with Medical and Physiotherapy students, classes and assessment diverges from that point. The is also a Health and Wellbeing Collaboration (HAWC) component which pairs students with a volunteer from the community. Students are expected to arrange visits with their HAWC volunteer themselves.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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.e du.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 an d maths support, academic skills development and wellbeing consultations.

Declaration of Generative AI and AI-assisted technologies used in assessment tasks

In line with the Academic Integrity Policy, the following use of Generative Artificial Intelligence Tools (GAITs) in assessment tasks constitutes academic misconduct:

"Occurs when a student uses material produced by a generative artificial intelligence in an academic exercise, without authorisation and submits it as their own work."

Unauthorised use of generative artificial intelligence may include using generative artificial intelligence to:

1. produce or retrieve information and then using that information in an academic exercise;
2. paraphrase text;
3. increase or enhance the quality of an academic exercise, beyond the purposes permitted within the academic exercise;
4. produce an answer for a task or quiz; and / or
5. produce non-text-based work and then using that non-text-based work in an academic exercise

Each assessment task may have different guidelines on the accepted use of GAITs. Please ensure you check each assessment task instruction sheet carefully and follow the guidelines to avoid penalty. If you have doubts about what is permitted for each assessment, please check with your unit convenor. Please visit the AI Tools at Macquarie University - For Stu dents, for more resources.

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 (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.