



# PHTY804

## Evidence-based Healthcare

S1 Day 2018

*Department of Health Professions*

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#### **Disclaimer**

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## General Information

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Credit points

4

#### Prerequisites

PHTY800 and PHTY801 and PHTY802 and PHTY803

#### Corequisites

PHTY805 and PHTY806 and PHTY 807

#### Co-badged status

#### Unit description

This unit introduces students to the principles underpinning and practice of evidence-based health care, whereby research evidence is integrated with clinical expertise and patients' values. Specifically, students will learn how to formulate clinical questions about diagnosis, prognosis and treatment, and locate and critically appraise relevant high-quality evidence to answer those questions. This unit provides an evidence-based framework for concurrent and future units of study and is embedded in the curriculum to enhance life-long learning skills. By integration with a clinical component, students will develop 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:

Apply critical appraisal of relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment.

Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.

Apply evidence-based Healthcare knowledge and skills to concurrent units and commence development of written reports and critically appraised topic (CATS) reviews relevant to healthcare and medicine which meet academic writing and referencing standards.

Demonstrate competency in using electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine and/or physiotherapy.

Discuss practical strategies to successfully implement current evidence into clinical practice.

Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity .

Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.

Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).

## General Assessment Information

In this unit, the assessment system for the Macquarie MD program will be used, which is based on attainment of a number of Capability Aspects. Further information about this system is available on the iLearn site for this unit. Details for each assessment task will be available on iLearn.

### Grading

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). Because most assessment tasks in the program are coarse graded, a single **standardised numerical grade** (SNG) equivalent will be reported for each University grade. Both the numeric equivalents for the coarse grades used in the calculation of the unit aggregate and the conversion of the aggregate to a single SNG are available on this unit's iLearn site.

All final grades in the Macquarie MD and DPT programs are reviewed by the MD Program and Faculty Assessment Committees and 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, meet any ungraded requirements including professionalism and achieve a unit aggregate of 50% or better.

### Extensions for Assessment tasks

Applications for assessment task extensions must be submitted via [www.ask.mq.edu.au](http://www.ask.mq.edu.au). For further details please refer to the Special Consideration Policy available at <https://students.mq.edu.au/study/my-study-program/special-consideration>

### Late Submission of Work

For DPT students, all assignments which are officially received after the due date, and where no extension has been granted by the course convenor or tutor, will incur a deduction of 10% for the first day, and 10% for each subsequent day including the actual day on which the work is received. Weekends and public holidays are included. For example:

Due Date	Received	Days Late	Deduction	Raw Mark	Final Mark
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Friday, 14th	Monday, 17 <sup>th</sup>	3	30%	75%	45%
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## Professional Expectations

In the Faculty of Medicine and Health Sciences professionalism is a key capability embedded in all our programs. As part of developing professionalism, Faculty of Medicine and Health Sciences students are expected to attend all small group interactive sessions including tutorials, clinical and laboratory practical sessions. In most cases lectures are recorded; however, lecture recordings cannot be guaranteed and some discussion or content may not be available via the recording system.

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Assessment Task 1 (AT1)</a>	40%	No	Week 10
<a href="#">Assessment Task 2 (AT2)</a>	20%	No	Weeks 11,12
<a href="#">Assessment Task 3 (AT3)</a>	40%	No	Week 14

### Assessment Task 1 (AT1)

Due: **Week 10**

Weighting: **40%**

Health Condition Worksheet and Reflection

On successful completion you will be able to:

- Apply critical appraisal of relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment.
- Demonstrate competency in formulating relevant clinical questions about diagnosis,

prognosis and treatment of conditions for which people seek healthcare.

- Apply evidence-based Healthcare knowledge and skills to concurrent units and commence development of written reports and critically appraised topic (CATS) reviews relevant to healthcare and medicine which meet academic writing and referencing standards.
- Demonstrate competency in using electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine and/or physiotherapy.
- Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.

## Assessment Task 2 (AT2)

Due: **Weeks 11,12**

Weighting: **20%**

HAWC Seminar

On successful completion you will be able to:

- Apply critical appraisal of relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.
- Apply evidence-based Healthcare knowledge and skills to concurrent units and commence development of written reports and critically appraised topic (CATS) reviews relevant to healthcare and medicine which meet academic writing and referencing standards.
- Demonstrate competency in using electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine and/or physiotherapy.
- Discuss practical strategies to successfully implement current evidence into clinical practice.
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity .
- Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.

- Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).

## Assessment Task 3 (AT3)

Due: **Week 14**

Weighting: **40%**

HAWC Report and Reflection

On successful completion you will be able to:

- Apply critical appraisal of relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.
- Apply evidence-based Healthcare knowledge and skills to concurrent units and commence development of written reports and critically appraised topic (CATS) reviews relevant to healthcare and medicine which meet academic writing and referencing standards.
- Demonstrate competency in using electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine and/or physiotherapy.
- Discuss practical strategies to successfully implement current evidence into clinical practice.
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity .
- Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).

## Delivery and Resources

### Teaching and Learning Strategy

This unit integrates the development of Evidence-based and Interprofessional Health Care skills in lectures and tutorials with clinical application in the HAWC program and Health Condition Worksheets. Lectures will provide foundation knowledge and also use large group discussions to consolidate understanding. 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. By integration of these skills with real-life clinical examples

from the students' HAWCs, and developing their Health Condition Worksheets, students will develop the ability to implement Evidence-Based Health Care in clinical practice.

### **Interprofessional Learning and Teaching**

In this unit, students will have a unique opportunity to be taught by an interprofessional team, including health professionals, academics and clinicians with expertise in medicine and physiotherapy. Further, students will work together in interprofessional teams across the Doctor of Physiotherapy and Doctor of Medicine programs. Lectures and tutorials will be conducted with students from both programs together in the learning spaces, to facilitate interprofessional team work and understanding.

### **Unit Organisation**

This four credit point unit runs over a 13 week session. There is a two hour lecture and a two hour tutorial each week, with some exceptions due to public holidays or other scheduling requirements. Further information is available in iLearn in the Weekly Timetable document.

### **HAWC Activities**

The Health and Wellbeing Collaboration (HAWC) program provides clinical application and is integrated into this unit throughout the Session. Details of the HAWC program will be explained to you in the first weeks of the unit. Further information is available on iLearn in the "HAWC" section. During the semester, you must spend a **minimum of 70 hours** completing HAWC-related activities and you will log this information on your Activities Log (available on iLearn).

### **Attendance**

Professionalism is a key capability embedded in the Macquarie DPT Program. As part of developing professionalism, Macquarie DPT students are expected to attend all small group interactive sessions including tutorials, clinical and practical sessions. If attendance is deemed to be of concern, this will be referred to the Lead (Student Professionalism) for remediation, subsequent monitoring, and recording in the portfolio. All lectures, tutorials and practical sessions are scheduled in the Macquarie DPT Timetable available on the iLearn Macquarie DPT Year Noticeboard 2017 Intake site.

### **Unit materials and readings**

- The recommended textbook for PHTY804 is: Herbert et al "Practical Evidence-Based Physiotherapy", 2nd edition.

Copies of this book are available in the MQ library and in the co-op bookshop. Weekly readings will come from journal articles and a range of text book chapters. Most weekly readings will be



available on e-reserve or as full text articles through the library. Where this is not possible a hard copy will be placed in the library reserve. Weekly readings will be listed on iLearn.

## Technology and Equipment

### On-campus

Teaching rooms are equipped with state of art audio-visual and ICT equipment including ipads, 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 & at times to submit assessment tasks via iLearn.

**Consultation with staff:** All staff will be available for individual consultation. See iLearn for contact details.

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

- Assessment details
- HAWC information
- Lecture notes
- Tutorial worksheets
- Preparation and consolidation material
- Other EHC resources such as Critical Appraisal Worksheets

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4*

*December 2017 and replaces the Disruption to Studies Policy.)*

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

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

## Results

Results shown in *iLearn*, 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](http://ask.mq.edu.au).

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## 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.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Discuss practical strategies to successfully implement current evidence into clinical practice.
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity .
- Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.
- Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).

#### Assessment tasks

- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Apply critical appraisal of relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.
- Apply evidence-based Healthcare knowledge and skills to concurrent units and

commence development of written reports and critically appraised topic (CATS) reviews relevant to healthcare and medicine which meet academic writing and referencing standards.

- Demonstrate competency in using electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine and/or physiotherapy.
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity .

## **Assessment task**

- Assessment Task 1 (AT1)

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Apply critical appraisal of relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.
- Apply evidence-based Healthcare knowledge and skills to concurrent units and commence development of written reports and critically appraised topic (CATS) reviews relevant to healthcare and medicine which meet academic writing and referencing standards.
- Demonstrate competency in using electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine and/or physiotherapy.
- Discuss practical strategies to successfully implement current evidence into clinical practice.
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity .
- Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve

individual and team performance.

## Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcome

- Demonstrate competency in using electronic resources to search health and medical literature to locate relevant research evidence to answer clinical questions to enhance the practice of medicine and/or physiotherapy.

## Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Apply critical appraisal of relevant research using standardised checklists to evaluate the validity and interpretation of studies about diagnosis, prognosis and treatment.
- Apply evidence-based Healthcare knowledge and skills to concurrent units and commence development of written reports and critically appraised topic (CATS) reviews relevant to healthcare and medicine which meet academic writing and referencing standards.
- Discuss practical strategies to successfully implement current evidence into clinical

practice.

- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity .
- Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).

## Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Apply evidence-based Healthcare knowledge and skills to concurrent units and commence development of written reports and critically appraised topic (CATS) reviews relevant to healthcare and medicine which meet academic writing and referencing standards.
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity .
- Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.
- Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).

## Assessment tasks

- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)

## Changes from Previous Offering

For the first time in 2018, this unit will be delivered in an interprofessional format, combining graduate student cohorts from the Doctor of Physiotherapy program with the Doctor of Medicine program. Considerable development has been conducted to optimise the students' interprofessional learning experiences across both programs and that the learning outcomes and assessment tasks align with the relevant Capability Aspects and Graduate Capabilities.