Unit Outline
CMHL1001 Evidence Informed Health Practice
Semester 1, 2017

Unit study package code: CMHL1001
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Tutorial: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: 313390 (v.0) Evidence Informed Health Practice 100 or any previous version
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:

Title: Mrs
Name: Amanda Lambros
Phone: 9266 3651
Email: CMHL1001@curtin.edu.au
Location: Building: 401 - Room: 346
Consultation times: Open Door Policy - If I am in the office, you are more than welcome to come and see me.

Teaching Staff:

Name: Lee Fei Sim
Phone: 9266 4921
Email: CMHL1001@curtin.edu.au
Location: Building: 401 - Room: 346
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.

Syllabus

The role of empirical evidence in making decisions in health practice. Introduction to different types of research methodologies; measurement; observation; data collection; research ethics; bio-statistical analysis; strategies to understand, question and evaluate evidence.

Introduction

Whatever health science course you have enrolled in - evidence is used throughout all of them. As a health professional, you will be expected to be able to critically evaluate evidence and determine its value. It is nearly impossible to get far in any health debate without encountering the need for relevant and up-to-date information.

The aim of Evidence Informed Health Practice (CMHL1001) is therefore to give you some basic skills in using research evidence in a critical and informed way, understanding how evidence is generated and how it is used. The starting point for the unit is the fact that we all live in a world surrounded by evidence, which inform our everyday public and professional decision-making in various ways. From this initial foundation, we then move forward to introduce and consider a number of key concepts and themes that together should give you the basic skills necessary to make an informed judgment about the value of research evidence in the health sciences.

In this unit, you will learn the ‘basics’ in your own time PRIOR to attending class. Each week, you will be asked to watch a video, complete pre-readings (which will be provided for you through WileyPlus), as well as pre-class activities (which might include watching a video, completing a quiz, taking measurements or doing calculations) PRIOR to class and then subsequently COME PREPARED to class each and every week.

In class (for internal students) and on the Discussion Board (for external students), you will reinforce and consolidate the concepts that you have learnt prior to class. You will then have the opportunity to build on and expand your knowledge base through an experiential approach that guides you through more advanced yet relevant topics. You SHOULD ask questions of your tutors and ENGAGE in meaningful and inquisitive discussions to get the most out of this unit.

Your success in this unit is dependent upon YOUR MOTIVATION, ENGAGEMENT AND PARTICIPATION in the unit with the materials provided to you. Please do endeavour to complete the pre-class activities to be able to provide yourself and your fellow classmates with the best possible opportunity for growth and development in the unit.

The maximum workshop size for this unit is 60 – however, you will work in small teams of (approximately) five to six throughout the semester. Where possible, these teams will be Interprofessional in nature. If you are an external student, you will be provided with an online tutor who will guide you through your weekly discussions and activities. You will also have the opportunity to engage in live webinars and will have a dedicated discussion board with other external students to provide one another with online collegial support and communication throughout the semester.

You will work on assigned tasks each week that will provide you with the knowledge and skills to complete the assessment activities for the unit and achieve the learning outcomes. You are expected to play an ACTIVE role in your team work. We will be using different learning technologies in this unit.
YOU WILL NEED to bring a laptop, ipad, iphone or android to class to engage with some of the material. In addition, you will need to download the app called ‘NEARPOD’ or be able to access www.nearpod.com (via Firefox only) on your laptop or mobile device in class. Information will be presented via brief video podcasts, video clips, on-line case studies and in-class student-led discussions and activities. The tutors in your workshop are there to facilitate, guide and support your learning, but YOU are responsible for preparing for and consolidating your own learning.


Here are the resources which are made available to you to ensure your success in this unit.

1. WileyPlus - This is a fully interactive digital resource which supports the textbook and unit. Here you will be able to test yourself on the concepts presented prior to attending class and review information throughout the unit.

2. Discussion Board (DB) - You have a personal DB tutor - her name is Sarah Moore. DB is your first point of contact for questions and activities associated with the weekly learning materials on Discussion Board. Especially for external students.

3. Skype - You will have direct access to the UC, Amanda, via Skype: EIHP_CurtinUni - Feel free to add me if you want to ask questions or have meetings with the UC via Skype from your distance locations. Any time that Amanda is in front of her computer, you will have access to engage in a Skype discussion with her.

4. Nearpod - Each week, the unit will be using an online application called Nearpod. You will be provided with a link to the lecture slides. You can use this to follow along with the class or to download in your own time. There are weekly challenge questions on the Nearpod presentation. It is highly recommended that you complete these each week to get a better feel of where you are at with your understanding of the EIHP materials. Please make sure that you download the Nearpod App prior to attending class (internals) and engaging with the weekly materials (externals).

5. Don’t Skip a Week - At times you might feel that you are familiar with the information or you simply need to ‘catch up’ because you have waited until the last minute to look through the materials provided. Please DO NOT skip any lessons and please engage with all of the materials as outlined on Blackboard and provided through WileyPlus. The unit is strategically designed to build on the materials from the previous week(s) therefore if you skip a week, you will actually be missing out on quite a lot and may fall behind. We want to avoid this at all costs so that you are able to succeed in the unit.

**Unit Learning Outcomes**

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Investigate the role of evidence informed practice and its relevance to the varying health science disciplines</td>
<td>![Graduate Attributes icon]</td>
</tr>
<tr>
<td>2 Compare different methodologies and explain how they address different types of research questions</td>
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<td>3 Explain concepts related to measurement</td>
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<tr>
<td>4 Perform and interpret descriptive and inferential statistical analysis of data</td>
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</table>
Curtin's Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td></td>
</tr>
<tr>
<td>International perspective</td>
<td>(value the perspectives of others)</td>
</tr>
<tr>
<td>Thinking skills</td>
<td>(use analytical skills to solve problems)</td>
</tr>
<tr>
<td>Technology skills</td>
<td></td>
</tr>
<tr>
<td>Cultural understanding</td>
<td>(value the perspectives of others)</td>
</tr>
<tr>
<td>Information skills</td>
<td>(confidence to investigate new ideas)</td>
</tr>
<tr>
<td>Learning how to learn</td>
<td>(apply principles learnt to new situations)</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>(work independently and as a team)</td>
</tr>
<tr>
<td>Learning how to learn</td>
<td>(plan own work)</td>
</tr>
<tr>
<td>Cultural understanding</td>
<td></td>
</tr>
</tbody>
</table>

Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

Throughout the semester, you will be provided with pre-readings and activities that will need to be completed prior to each class. This is strategically done so that you can get the most out of class, whilst you are in class (or engaging online -for external students). You will be provided with a series of different learning activities that will introduce how and why evidence affects contemporary health care practice and research from a real-world perspective. The activities will assist you in meeting the learning outcomes required to pass the unit and are also designed to cater for different learning styles.

**Internal students**

Please log onto Blackboard and WileyPlus each week to complete the brief preparatory activities and watch the pre-class video, which will provide you with the tools needed to successfully participate during the in-class activities. You are expected to actively participate in all in-class activities. The group-based, in-class learning experiences are designed to provide you with the opportunity to gather knowledge and develop the skills required for you to individually complete each of the assessment activities.

**External students**

Please log onto Blackboard and WileyPlus each week to complete the brief preparatory activity, which will provide you with the tools needed to successfully participate in the weekly activities. Please engage in the weekly discussions which will be posted on the Discussion Board. Each week there will be specific questions asked to ensure that the learning outcomes are being met and that you are consolidating the required information.

As an external student, you will be able to access recorded mini-webinars and engage in discussions throughout the semester. We highly recommend that you engage as much as possible - as you will get out of this unit as much as you put into this unit. You are expected to actively participate in each of the weekly activities available on WileyPlus, which are designed to provide you with the opportunity to gather knowledge and develop the skills required for you to individually complete each of the assessment activities.

Learning Resources

**Essential texts**

The required textbook(s) for this unit are:

  (ISBN/ISSN: 978-0-7303-3732-4)

**Online resources**

  (ISBN/ISSN: 978-0-7303-3732-4)
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non invigilated e-Test</td>
<td>10 percent</td>
<td>Week: Semester Week 4 Day: Monday 20 March - Friday 24th March 2017 Time: by 2pm (WAST)</td>
<td>1</td>
</tr>
<tr>
<td>Short answer</td>
<td>20 percent</td>
<td>Week: Semester Week 9 Day: Friday 28th of April 2017 Time: by 12pm noon (WAST)</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Written assignment</td>
<td>30 percent</td>
<td>Week: Semester Week 12 Day: Friday 19th of May 2017 Time: by 4pm (WAST)</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Examination</td>
<td>40 percent</td>
<td>Week: Examination Period Day: TBA Time: TBA</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Assessment 1 - E-test on core introductory concepts**

   The first assessment for the Evidence Informed Health Practice (CMHL1001) is the ONLINE non-invigilated E-test, which represents 10% of your overall mark for this unit. The objective of the ONLINE E-test is to assess your understanding of the basic concepts and ideas that we have covered in the first four weeks (inclusive) of the EIHP unit and give you feedback about your progress in the unit. We will build upon these basic concepts in the weeks following the E-test, when we focus upon how to apply this knowledge to quickly and efficiently make informed judgments about health evidence.

   The ONLINE E-test will ask you questions about the content covered in the first four weeks of the unit and will draw upon the preparatory readings; lectures and learning activities and tutorial topics from Weeks 1-4. You can expect questions on a range of different topics, including what evidence-based practice means, developing a research question, different research designs, levels of evidence, sampling techniques as well as some basic but important terms and definitions.

   Some questions will also present you with a table of data and ask you to identify the main patterns and trends in this table. You will be asked to answer 30 multiple choice questions in 60 minutes during an ONLINE Blackboard E-test. This is an OPEN BOOK test. Full details pertaining to this assessment will be made available on Blackboard closer to the test date. The Open Book Etest will be available from 9:00 am on Monday the 20th of March until 2:00 pm on Friday the 24th of March 2017.

   If you have not completed the ONLINE Etest by the deadline, you will FORFEIT the mark and fail the unit with a F-IN.

2. **Assessment 2 – Interpreting basic statistical data (Group Assessment)**

   Assessment 2 aims to draw together some of the key concepts covered in this unit and requires you to interpret some basic research data **AS A GROUP** and then articulate IN YOUR OWN WORDS as a group what this data means. The Evidence Informed Health Practice unit is NOT a statistics unit, and you are NOT expected to be able to conduct your own statistical testing (although some of you will be doing this later in your degree programmes, especially if you undertake honours research as part of your degree). However, in order to make informed judgements about the value of research evidence in the health sciences you are
expected to be able to interpret basic statistical data and explain in plain language what this data means. This important skill forms the basis for Assessment 2.

In Assessment 2 you will be presented with an academic article relating to a health issue common in the community. You will be asked to answer some questions as a group about the research study design used in the article and the data from the study. Some of these questions take the form of multiple choice questions, while other questions require you to both interpret some basic statistics and then explain what this data means in plain language. This should not be a particularly difficult or time-consuming assessment, although it does require thought and clear understanding of all the topics covered so far. Detailed information on completing this assessment will be available on Blackboard in the Assessment folder, and through in-class/online activities. Your answers to the questions must be completed using the assessment 2 group template available in the Assessment 2 folder on Blackboard. You will be randomly grouped into your assignment groups by semester week 5 (the week commencing April 3, 2017). You will also be provided with the article for the assignment at the end of the same week. The groups will be randomly allocated from ALL students enrolled in EIHP - therefore you are likely to have group members from other classes or who might be external - It is YOUR responsibility to work as a group - find a way (skype, google hangout, zoom, facetime, facebook, etc...) - we often have to work with remote groups in health sciences, this assignment gives you the opportunity to practice this real-world skill.

Only one nominated group member must submit the assignment electronically through Turnitin on Blackboard with the provided template for this assignment located in the Assessment folder on Blackboard on behalf of the entire group. Instructions on the correct naming of the electronic file you submit are provided in the Assessment 2 folder. ALL group members’ names MUST be on the provided template when submitting. You will have access to your Turnitin originality report when you submit your assessment. If you have not adequately paraphrased information from the academic article you will see this reflected in the originality report. You will have the opportunity to re-word your assignment, if necessary, and resubmit it prior to the due date and time; therefore it would be beneficial to give yourself enough time to submit a draft through Turnitin prior to the due date and time. The last version of your assignment that you submit is the one that will be marked. The graded paper will be returned back to this group members and it is their responsibility to email the graded assessment to the remaining group members.

You will have the opportunity to submit multiple drafts of your work through Turnitin as many times as you like up until the submission time, to check the originality report. Please ensure that you give yourself enough time to upload your final document into the system. To be fair to all students, any assignments submitted after the due date (even 1 minute late) will incur a 10% late penalty. Also, please make sure that you submit your assignment with the correct document naming - (see assignment guidelines in the Assessment folder) and that you submit the correct final version of the assignment. If you submit a draft version by mistake, that will be the one that will be marked, and no further correspondence will be entered into the matter.

The grading of this assignment will be divided into two parts. Part A (group mark provided by your tutor –the same grade will apply to each group member) – this IS the grade you receive as a group.

Part B (SparkPlus grade) will be the collective grade that you receive by your fellow group-mates for work collaboration through a program called SparkPlus - which is a peer-assessment resource. It is absolutely essential that you provide honest and genuine feedback for yourself as well as your group members through SparkPlus as this WILL impact your and their overall grade on the assessment.

THIS IS NOT AN INDIVIDUAL ASSESSMENT. INDIVIDUAL ASSESSMENTS WILL NOT BE ACCEPTED. YOU MUST BE IN A GROUP TO SUBMIT THIS ASSESSMENT. ANY EXCUSE TO SUBMIT INDIVIDUALLY WILL NOT BE ACCEPTED - THIS IS A GROUP ASSESSMENT.

It is important that YOU keep a copy of EVERY submitted assignment to present, if necessary, in the event of any technological problems with the electronic assignment submission process.

If you have not completed the assessment by the deadline, you will FORFEIT the mark and fail the unit with a F-IN.

In addition, if you fail to work as a productive group member, an (*) will be placed next to your name on the submitted assessment and you will FORFEIT the mark for this assessment and fail the unit with a F-IN.

3. Assessment 3 – Critical review of research evidence

Assessment 3 requires you to draw together all the various concepts and ideas that you covered throughout the unit and
then perform an independent critical review of the evidence presented in a research article about a health issue common in the community. This is really your opportunity to practice making an informed judgement on the quality of research evidence in the health sciences. This is NOT a group assessment - this assessment needs to be worked on and answered INDIVIDUALLY. Please be aware of the Curtin Policies and Procedures around Plagiarism and Collusion as these will be implemented if Collaboration or Plagiarism is detected.

You must submit your assignments electronically through Turnitin on Blackboard with the provided template for this assignment located in the Assessment folder on Blackboard. Instructions on the correct naming of the electronic file you submit are provided in the Assessment 3 folder.

You will have the opportunity to submit multiple drafts of your work through Turnitin as many times as you like up until the submission time, to check the originality report. Please ensure that you give yourself enough time to upload your final document into the system. To be fair to all students, any assignments submitted after the due date (even 1 minute late) will incur a 10% late penalty. Also, please make sure that you submit your assignment with the correct document naming - (see assignment guidelines in the Assessment folder) and that you submit the correct final version of the assignment. If you submit a draft version by mistake, that will be the one that will be marked, and no further correspondence will be entered into the matter.

If you have not completed the assessment by the deadline, you will FORFEIT the mark and fail the unit with a F-IN.

4. Final Written Exam - MUST PASS EXAM

The final assessment in this unit is a written examination (this means that you will be sitting down in a very large room with a pencil in hand and knowledge of evidence-based practice in your mind), which assesses your understanding and application of the key concepts and ideas covered throughout the entire unit, and your ability to apply these ideas in practice. The Final Exam will be a combination of true/false, multiple choice and fill in the blank questions; however, ALL questions will be answered on the multipurpose answer sheet that will be provided to you.

Further exam guidance will be provided during the unit and the final class/weekly learning activity is in the form of a revision session. We would recommend that you make your best effort to attend the revision session offered and ask as many questions as possible. We will endeavour to prepare you throughout the semester to be able to succeed in the final exam.

Your name, surname and student ID MUST be present on the multipurpose answer sheet (GPAS Form) otherwise, you will be provided with a zero (0) as the exam mark.

This is a must pass assessment, which means that you must achieve a 50% overall on the exam to pass the unit as a whole.

If you do not sit the Final Exam, you will FORFEIT the mark and fail the unit with a F-IN.

Pass requirements

Students must submit ALL pieces of assessment AND students must achieve an overall grade of 50% to pass the unit. Students must also pass the final exam with a minimum of 50% overall to pass the unit.

Students are expected to participate fully in all learning activities, including attending or completing all classes/online materials.

As a professional practice requirement, students are expected to contact their tutor via the generic email address (CMHL1001@curtin.edu.au), advising them of any unavoidable absence for class (e.g.: due to illness). Medical certificates and/or supporting documents will be required.

In exceptional circumstances only, a student may request to attend an alternate session if unable to attend their regular session in that week. All requests must be sent via the generic email address.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.
1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 10/07/2017 to 14/07/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 10/07/2017 and 14/07/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

Each student will need access to digital technology.

Each student will require access to the WileyPlus Digital textbook and Resource

Internal students will need to bring a digital device to class with them.

All Internal students will need to either download the Nearpod app or be able to access Nearpod.com (via Firefox) on their digital device while in class.

All external students will need to be able to access the nearpod slides through the links provided on a weekly basis.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities
It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

**Student Equity**

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

**Recent unit changes**

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Students from Semester 2 2016 loved the impact and engaging nature that Nearpod had on their learning ability and also requested a textbook that was easy to follow along with that helped guide students through the semester. This semester, we are doing exactly that. We have a digital textbook which is paired with a Digital Resource (WileyPlus) - This is a purchased resource which will be used throughout the semester. Students will have the ability to regularly test themselves on the concepts learned each week and will have the ability to refer back to the readings and directly engage with the Unit Coordinator and teaching team through the text.
<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Begin Date</th>
<th>Topic / What you should know</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
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</thead>
<tbody>
<tr>
<td>O-Week</td>
<td>20 February</td>
<td>Orientation Week</td>
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| 1.            | 27 February| **What, why and how of research**
We anticipate that you know some of the basics, which include the following:
(We have also provided a glossary of terms and reading to help you understand these basics) l Mean, Median, Mode, Evidence-Based Practice
By the end of this week, you should know the basics as described above as well as the WLOs described to the right
|                |            | **Understanding Evidence based practice (EBP) and what it means to think critically about research**
**Investigate the role of evidence informed practice and its relevance to the various health science disciplines**
**Consider the role of the media in conveying research evidence and the implications of the “information revolution”**
|                |            | WILEYPLUS – Chapter 1        |                |                |
| 2.            | 6 March    | **Levels of Evidence**
Everything previously learnt and everything to the right
|                |            | **Identify a range of knowledge sources and evaluate their role in providing credible information**
**Examine what we mean by ‘Levels of Evidence’ and their significance to EBP**
**Discuss where to find and how to use good quality evidence**
|                |            | WILEYPLUS – Chapter 2 & 6    |                |                |
| 3.            | 13 March   | **Reviewing Literature & Research Designs**
Everything previously learnt and everything to the right
|                |            | **Compare different methodologies and explain how they address different types of research questions**
**Discuss the importance of research questions and their role in framing research designs**
**Examine the main features of different research**
<p>|                |            | WILEYPLUS – Chapter 3        |                |                |</p>
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<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>20 March</td>
<td>Sampling</td>
<td>Differentiate random sampling and non-random sampling, and discuss their application in various health research designs. Consider the strengths and weaknesses of different sampling strategies. Calculate, display and interpret appropriate measures of central tendency and variability for different types of data.</td>
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<td>WILEYPLUS – Chapter 9</td>
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<td>WILEYPLUS – Chapter 5</td>
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<td>6</td>
<td>3 April</td>
<td>Measurement</td>
<td>Deeper into the concept of measurement. Explain the relevance of measurement properties for use in different contexts. Describe the concepts of reliability, validity and responsiveness to change as measurement properties.</td>
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<td>WILEYPLUS – Chapter 7</td>
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<tr>
<td>7</td>
<td>10 April</td>
<td>Study Free Week</td>
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<td>8</td>
<td>17 April</td>
<td>Study Free Week</td>
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<td>Date</td>
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<td>9.</td>
<td>24 April</td>
<td>Review of all prior concepts as well as Inferential Statistics</td>
<td>Understand the application, calculation and interpretation of relative risk, confidence intervals and odds ratios. Discuss research designs that are used to infer causality and describe the features of experimental and quasi-experimental research designs. Practice interpreting statistical data. Practice critical evaluation of a specific research study in preparation for Assessment 3. No Assigned Chapter. A2 DUE April 28 2017 by 12:00 pm - Noon (WAST). A3 Template will be made available May 1 2017.</td>
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<tr>
<td>10.</td>
<td>1 May</td>
<td>Qualitative Research</td>
<td>Understand the application, calculation and interpretation of relative risk, confidence intervals and odds ratios. Discuss research designs that are used to infer causality and describe the features of experimental and quasi-experimental research designs. Practice interpreting statistical data. Practice critical evaluation of a specific research study in preparation for Assessment 3. No Assigned Chapter.</td>
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<td>12.</td>
<td>15 May</td>
<td>Ethics</td>
<td>Distinguish between qualitative and quantitative research designs. Identify which kinds of research questions require a qualitative approach. Observe and describe a qualitative method. WILEYPLUS – Chapter 10. A3 DUE May 19 2017 by 4:00 pm (WAST).</td>
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<td></td>
<td>22 May</td>
<td>Getting Evidence Into Practice and Challenges of Doing So</td>
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<td>Everything previously learnt and everything to the right</td>
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<td>• Consider the relevance of evidence informed practice for health professionals</td>
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<td>• Identify some of the problems in implementing evidence into practice in workplace settings</td>
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<td>WILEYPLUS – Chapter 11 &amp; 12</td>
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<td>14.</td>
<td>29 May</td>
<td>Review of Key Concepts &amp; Exam Review &amp; Practice</td>
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<td>All concepts learnt throughout the semester</td>
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<td>Consolidation and review of key concepts covered in the unit</td>
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<td>15.</td>
<td>5 June</td>
<td>Study Week</td>
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<td>12 June</td>
<td>Examinations</td>
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<tr>
<td>19 June</td>
<td>Examinations</td>
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