

WESTERN SYDNEY
UNIVERSITY



The College

700064

FOUNDATIONS OF RESEARCH AND EVIDENCE-BASED PRACTICE

2020



UNIT OUTLINE

Last amended:	September 2020
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Unit name	Foundations of Research and Evidence-based practice
Unit number	700064
Coordinator	Charlise Bennett
Session	2020.3
Handbook summary	<p>This unit will consider the reasons for, and roles of, evidence-based practice and research, and will introduce students to their language and core concepts. Skills will be developed for asking clinical or professional health care questions and to translate these into search strategies for finding evidence. To make sense of that evidence, students will be introduced to quantitative and qualitative research methods, types of data, how data is described and how biostatistics are used to provide meaning from research data.</p> <p>In this unit, we will focus on why evidence-based practice (EBP) is important and introduce you to the skills for you to find and use evidence in all your scholarly activities, including other units. You will also be introduced to the methods and statistics used in health research to better understand and use that evidence.</p>
Credit point value	10
Prerequisite/s	None
Corequisite/s	None
Unit incompatible with and not to be counted for credit with	N/A
Assumed knowledge	None
Unit level	Level 1
Attendance requirements	Students are expected to attend at least 80% of classes. Educational research consistently demonstrates that this attendance level is associated with a high likelihood of achieving a passing grade.
Enrolment restrictions	
Learning outcomes	<p>On successful completion of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. recognise the background and reasons for evidence-based practice and health research 2. design and perform an advanced search strategy for Population, Intervention, Comparison and Outcome (PICO) 3. identify types and levels of evidence within the healthcare research continuum

4. describe the ethical responsibilities for evidence-based practice (EBP) and health research
 5. explain how data may be described and summarised in health research
 6. describe the core statistical concepts used to provide meaning from health research data, and
 7. integrate evidence into academic writing.
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Unit content

In this unit students will learn about:

- Introduction to evidence-based practice (EBP)
 - Critical thinking: type 1 and 2 system thinking
 - The role of EBP: managing human bias, information and uncertainty
 - Ethical and professional considerations in EBP
 - Five-step EBP process
 - Steps 1 and 2: formulating questions
 - Sources of evidence
 - Search strategies
 - Using evidence in academic writing
 - Introduction to research methods
 - The role of research enquiry and acquisition of knowledge
 - Qualitative and quantitative designs
 - Levels of evidence
 - Core research concepts (eg bias, validity, reliability)
 - Ethical considerations of research
 - Introduction to biostatistics
 - Types of data
 - Summarising and describing data
 - Interpreting common and inferential results
 - Clinical and statistical significance
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Mode of delivery

This unit consists of one x 2-hour lecture and one x 2-hour tutorial per week plus online activities via vUWS.

Online learning requirements

Essential requirements

Essential text

Hoffmann, T., Bennett, S., & Del Mar, C. (2013). *Evidence-based practice across the health professions* (2nd ed.). Sydney, Australia: Churchill Livingstone.

Further resources

A list of recommended readings is provided in the unit's learning guide.

ASSESSMENT ITEMS AND WEIGHTING

Assessment for this unit will be based on the following components:

Task	Weighting	Learning outcomes assessed	Mandatory task
1. Online weekly modules	40%	1, 2, 3, 4, 5, 6, 7	Yes
2. Online review quizzes (3 x 30 minutes: 15 questions per quiz) — 5% each	15%	1, 2, 3, 4, 5, 6, 7	Yes
3. Finding evidence assignment (750 words)	20%	1, 2, 7	Yes
4. Using evidence assignment (750 words)	25%	3, 7	Yes
TOTAL	100%		Yes

For details of assessment due dates, please refer to the learning guide for this unit.

All marks will be determined in accordance with The College [Assessment Policy](#).

All assessment tasks are mandatory unless otherwise specified. Should a student fail to attempt/submit the first formal assessment task in a unit, they will be deemed to be at risk and will need to follow an intervention plan in order not to receive a Fail Non-Submission (FNS) grade. However, failure to attempt/submit all other mandatory assessment tasks will result in an immediate FNS grade for the unit.

Students must attain a mark of at least 50% overall in order to pass the unit.