



## UNSW Course Outline

# PHCM2100 Appraising and Applying Evidence for Allied Health Practice - 2024

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## General Course Information

**Course Code :** PHCM2100

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Medicine and Health

**Academic Unit :** School of Population Health

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course, you will learn how evidence for healthcare practice is generated; how to assess

evidence for bias, applicability and relevance; how to interpret basic statistical results and distinguish between outcomes of statistical significance and clinical relevance; how evidence is synthesised and transformed into practice guidelines; and how to apply these guidelines to patient and/or client care. For example, how and when to use tests and treatments. These skills are essential to enable you to practice in a competent, safe and effective manner. By the end of the course, you will be able to read and interpret information in a research article that is used to inform practice.

## Course Aims

This course aims to provide you with the skills to analyse how evidence is generated and how it informs effective, safe and ethical healthcare practice. You will develop essential professional practice skills in how to critically appraise the quality of evidence and how to apply it to practice.

## Relationship to Other Courses

**Assistance with progression checking:**

If you are unsure how this course fits within your program, you can seek guidance on optimising your program structure from staff at the [Nucleus Student Hub](#).

Progression plans for UNSW Medicine and Health programs can be found on the [UNSW Medicine & Health website](#).

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe the role of evidence-based healthcare in effective, ethical and safe healthcare practice
CLO2 : Identify well-constructed questions that address an area of healthcare practice.
CLO3 : Describe different study designs, explain their strengths and limitations and suitability to answer different questions in healthcare.
CLO4 : Calculate and interpret measures of frequency, effect sizes and associations commonly used in health care research and evidence generation, and distinguish statistical significance from practical relevance.
CLO5 : Describe how research results may be influenced by chance, bias and confounding and how this may be minimised
CLO6 : Critically appraise the validity of published evidence and assess its applicability to a range of population groups
CLO7 : Explain how evidence is synthesized and translated into practice

Course Learning Outcomes	Assessment Item
CLO1 : Describe the role of evidence-based healthcare in effective, ethical and safe healthcare practice	<ul style="list-style-type: none"> <li>• Mid-term test</li> <li>• Peer review of group contribution</li> <li>• Multiple choice quizzes</li> </ul>
CLO2 : Identify well-constructed questions that address an area of healthcare practice.	<ul style="list-style-type: none"> <li>• Group systematic review appraisal presentation</li> <li>• Mid-term test</li> <li>• Multiple choice quizzes</li> </ul>
CLO3 : Describe different study designs, explain their strengths and limitations and suitability to answer different questions in healthcare.	<ul style="list-style-type: none"> <li>• Group systematic review appraisal presentation</li> <li>• Mid-term test</li> <li>• Multiple choice quizzes</li> </ul>
CLO4 : Calculate and interpret measures of frequency, effect sizes and associations commonly used in health care research and evidence generation, and distinguish statistical significance from practical relevance.	<ul style="list-style-type: none"> <li>• Group systematic review appraisal presentation</li> <li>• Mid-term test</li> <li>• Multiple choice quizzes</li> </ul>
CLO5 : Describe how research results may be influenced by chance, bias and confounding and how this may be minimised	<ul style="list-style-type: none"> <li>• Group systematic review appraisal presentation</li> <li>• Mid-term test</li> <li>• Multiple choice quizzes</li> </ul>
CLO6 : Critically appraise the validity of published evidence and assess its applicability to a range of population groups	<ul style="list-style-type: none"> <li>• Group systematic review appraisal presentation</li> <li>• Mid-term test</li> <li>• Multiple choice quizzes</li> </ul>
CLO7 : Explain how evidence is synthesized and translated into practice	<ul style="list-style-type: none"> <li>• Peer review of group contribution</li> <li>• Group systematic review appraisal presentation</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle.

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the '[Acceptable Use of UNSW ICT Resources](#)' policy particularly on respect for intellectual property and copyright, legal and ethical use of ICT resources and security and privacy.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Group systematic review appraisal presentation Assessment Format: Group	30%	Due Date: end of course
Mid-term test Assessment Format: Individual	50%	Due Date: half way through course
Peer review of group contribution Assessment Format: Individual	10%	Due Date: end of course
Multiple choice quizzes Assessment Format: Individual	10%	Due Date: 1st half way and the 2nd at the end of the course

## Assessment Details

### Group systematic review appraisal presentation

#### Assessment Overview

You will be organised into small teams towards the end of the term and provided with a systematic review or meta-analysis relevant to your profession. As a team, you need to appraise the publication for its validity, applicability and usefulness in practice. Your team must synthesize the information into a presentation to be delivered to your peers in the style of a continuing professional development workshop at the end of the term. You will receive written feedback within 10 working days.

#### Course Learning Outcomes

- CLO2 : Identify well-constructed questions that address an area of healthcare practice.
- CLO3 : Describe different study designs, explain their strengths and limitations and suitability to answer different questions in healthcare.
- CLO4 : Calculate and interpret measures of frequency, effect sizes and associations commonly used in health care research and evidence generation, and distinguish statistical significance from practical relevance.
- CLO5 : Describe how research results may be influenced by chance, bias and confounding and how this may be minimised
- CLO6 : Critically appraise the validity of published evidence and assess its applicability to a range of population groups
- CLO7 : Explain how evidence is synthesized and translated into practice

#### Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page

## Submission notes

Refer to Moodle for submission information.

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Generative AI Permission Level

### No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## Mid-term test

### Assessment Overview

The test will assess your understanding of the concepts covered across the first half of the term. You will be provided with a piece of stimuli in the form of research-generated evidence (i.e. published academic literature) and be required to appraise it in terms of bias, confounding and applicability to practice in healthcare.

The test is a series of short answer questions based upon a provided research paper. You will provide an appraisal of the paper via answering the short answer questions. You will receive the related research paper a week prior to their exam. The exam will be a timed task, completed under invigilation during face-to-face attendance in tutorials. You will receive feedback within 10 working days.

### Course Learning Outcomes

- CLO1 : Describe the role of evidence-based healthcare in effective, ethical and safe healthcare practice
- CLO2 : Identify well-constructed questions that address an area of healthcare practice.
- CLO3 : Describe different study designs, explain their strengths and limitations and suitability to answer different questions in healthcare.
- CLO4 : Calculate and interpret measures of frequency, effect sizes and associations commonly used in health care research and evidence generation, and distinguish statistical significance from practical relevance.
- CLO5 : Describe how research results may be influenced by chance, bias and confounding and how this may be minimised

- CLO6 : Critically appraise the validity of published evidence and assess its applicability to a range of population groups

#### **Detailed Assessment Description**

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#### **Submission notes**

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#### **Peer review of group contribution**

#### **Assessment Overview**

While participating in the group project, you will be reviewed by your peers on your engagement, contribution and collaboration skills while completing the group presentation task. Peer review will be guided by a rubric provided. Feedback will be provided within 10 working days.

#### **Course Learning Outcomes**

- CLO1 : Describe the role of evidence-based healthcare in effective, ethical and safe healthcare practice
- CLO7 : Explain how evidence is synthesized and translated into practice

#### **Detailed Assessment Description**

Detailed information about this assessment will be provided on the course Moodle page.

#### **Submission notes**

Refer to Moodle.

#### **Assignment submission Turnitin type**

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reports.

### **Generative AI Permission Level**

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### **Multiple choice quizzes**

#### **Assessment Overview**

Multiple choice quiz x 2

Quiz 1 - first half of the course (5%)

Quiz 2 - second half of the course (5%)

The quizzes will be completed under invigilation during face-to-face attendance in tutorials.

Feedback will be available once all students have completed the quiz.

#### **Course Learning Outcomes**

- CLO1 : Describe the role of evidence-based healthcare in effective, ethical and safe healthcare practice
- CLO2 : Identify well-constructed questions that address an area of healthcare practice.
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## **General Assessment Information**

Detailed instructions regarding assessments for this course are provided on the course Moodle page (or Open Learning).

For student information on results, grades, and guides to assessment see: <https://student.unsw.edu.au/assessment>

### Grading Basis

Standard

### Requirements to pass course

In order to pass this course students must:

- Achieve a composite grade of at least 50 out of 100
- Meet any additional requirements specified in the assessment details section and on Moodle.

## **Course Schedule**

### **Attendance Requirements**

Students are expected to attend all scheduled teaching activities, including clinical, laboratory and tutorial classes. Some courses have specific attendance requirements, and an Unsatisfactory Fail (UF) may be recorded as the final grade for the course if students fail to meet the requirements, as specified in the course and assessment information provided on the course Moodle page.

As stipulated in the course information on Moodle, course attendance expectations are determined by the requirements of the accrediting body for each health discipline.

Where a student is unable to attend, they are advised to inform the course convenor, according to the instructions outlined on your course Moodle page.

# General Schedule Information

The times and locations of classes can be found on [myUNSW](#) under Class Timetable.

The expected engagement for all UNSW 6UOC courses is 150 hours per term. This includes lectures, tutorials, readings, and completion of assessments and exam preparation (if relevant).

## Course Resources

### Recommended Resources

Recommended resources for this course are provided on the course Moodle page.

### Additional Costs

There are no additional costs associated with this course.

### Course Evaluation and Development

Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

We use student feedback from myExperience surveys to develop and make improvements to the course each year. We do this by identifying areas of the course that require development from both the rating responses and written comments. Please spare a few minutes to complete the myExperience surveys for this course posted at the top of the Moodle page at the end of term.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Martin Lindley					No	Yes

## Other Useful Information

### Academic Information

As a student of UNSW Medicine & Health you are expected to familiarise yourself with the contents of this course outline and the UNSW Student Code and policies and procedures related to your studies.

## **Student Code of Conduct**

Throughout your time studying at UNSW Medicine & Health, you share a responsibility with us for maintaining a safe, harmonious and tolerant University environment. This includes within the courses you undertake during your degree and your interactions with the UNSW community, both on campus and online.

The [UNSW Student Code of Conduct](#) website provides a framework for the standard of conduct expected of UNSW students with respect to both academic integrity and your responsibility as a UNSW citizen.

Where the University believes a student may have breached the code, the University may take disciplinary action in accordance with the [Student Misconduct Procedure](#).

The [Student Conduct and Integrity Office](#) provides further resources to assist you to understand your conduct obligations as a student at UNSW.

## **Academic Honesty and Plagiarism**

### **Academic integrity**

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to the principle of academic integrity, and ethical scholarship of learning is fundamental to your success at UNSW Medicine & Health.

Plagiarism, contract cheating, and inappropriate use of generative AI undermine academic integrity and are not tolerated at UNSW. For more information see the [Academic Integrity and Plagiarism toolkit](#).

In addition to the information you are required to review in your [ELISE training](#), UNSW Medicine & Health strongly recommends that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task.

### **Referencing**

Referencing is a way of acknowledging the sources of information that you use to research your assignments. Preferred referencing styles vary among UNSW Medicine & Health disciplines, so check your course Learning Management System (e.g. Moodle or Open Learning) page for

information on preferred referencing styles.

For further information on referencing support and styles, see the Current Student [Referencing page](#).

## Academic misconduct and plagiarism

At UNSW, academic misconduct is managed in accordance with the [Student Misconduct Procedure](#). Allegations of plagiarism are generally handled according to the [UNSW Plagiarism Management Procedure](#). Plagiarism is defined in the [UNSW Plagiarism Policy](#) and is not tolerated at UNSW.

## Use of Generative AI and other tools in your assessment

UNSW has provided guiding statements for the [use of Generative AI in assessments](#). This will differ, depending on the individual assessment task, your course requirements, and the course stage within your program.

Your course convenor will outline if and how you can use Generative AI in each of your assessment tasks. Inappropriate use of generative AI is considered academic misconduct.

Options for the use of generative AI include: (1) no assistance (for invigilated assessments); (2) simple editing assistance; (3) drafting assistance; and (4) full assistance with attribution; and (5) Generative AI software-based assessments. See your individual assessment descriptions for the level of permitted use of generative AI for each task and see your course Moodle (or Open Learning) page for the full instructions on permitted use of generative AI in your assessment tasks for this course.

Instructions may include a requirement to submit the original generative AI responses, or drafts of your original work, or provide on request.

## Submission of Assessment Tasks

### Short extensions and special consideration

#### Short extension

UNSW has a short extension procedure for submission of assessment tasks. Not all tasks are eligible, and eligible tasks have a predetermined extension length. UNSW Medicine and Health

have set School-level extension lengths for eligible assessment tasks. See your course assessment descriptions for more information.

Students must check the availability of a short extension in the individual assessment task information for their courses.

Short extensions do not require supporting documentation. They must be submitted through [Special Consideration](#) before the assessment task deadline. No late applications will be accepted.

Late penalties apply to submission of assessment tasks without approved extension.

### Special consideration

In cases where illness, misadventure or other circumstances beyond your control will prevent you from submitting your assessment by the due date and you require an extension, you need to formally apply for [Special Consideration](#) through myUNSW.

UNSW has a **Fit to Sit/Submit rule**, which means that by sitting or submitting an assessment on the scheduled assessment date, you are declaring that you are fit to do so and cannot later apply for Special Consideration. Examinations include centrally timetabled examinations and scheduled, timed examinations and tests managed by your School.

Important information relating to Short Extension and Special Consideration is available [here](#), including eligibility for Special Consideration, circumstances where students with Equitable Learning Plans can apply for Short Extensions and Special Consideration, and the appeals process.

### **Examinations**

Information about the conduct of examinations in your course is provided on your course Moodle page.

### **Timed online assessment tasks**

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact the Course Convenor and advise them of the issue immediately. You will need to submit an application for Special Consideration immediately, and upload screenshots, error messages or

other evidence of the technical issue as supporting documentation. Additional information can be found on: <https://student.unsw.edu.au/special-consideration>

## Other assessment tasks

### Late submission of assessment tasks

UNSW has standard late submission penalties as outlined in the [UNSW Assessment Implementation Procedure](#), with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per calendar day (including Saturday, Sunday and public holidays).

Late submissions penalties are capped at five calendar days (120 hours). This means that a student is not permitted to submit an assessment more than 5 calendar days (120 hours) after the due date for that assessment (unless extension or exemption previously agreed).

### Failure to complete an assessment task

You are expected to complete all assessment tasks for your courses. In some courses, there will be a minimum pass mark required on a specific assessment task (a “hurdle task”) due to the need to assure clinical competency.

Where a hurdle task is applicable, additional information is provided in the assessment information on your course Moodle page.

### Feedback on assessments

Feedback on your performance in assessment tasks will be provided to you in a timely manner. For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

**Any variation from the above information that is specific to an assessment task will be clearly indicated in the course and assessment information provided to you on your course Moodle (or Open Learning) page.**

## Faculty-specific Information

### Additional support for students

The university offers a wide range of support services that are available for students. Here are some links for you to explore.

- The Current Students Gateway:<https://student.unsw.edu.au>
- Academic Skills and Support:<https://student.unsw.edu.au/academic-skills>
- Student support:<https://www.student.unsw.edu.au/support>
- Student Wellbeing, Health and Safety:<https://student.unsw.edu.au/wellbeing>

Mind Smart Guides are a series of mental health self-help resources designed to give you the psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: <https://student.unsw.edu.au/mindsmart>
- Equitable Learning Services:<https://student.unsw.edu.au/els>
- Guide to studying online: <https://www.student.unsw.edu.au/online-study>

Most courses in UNSW Medicine & Health use Moodle as your Learning Management System. Guidance for using UNSW Moodle can be found on the Current Student page. Difficulties with Moodle should be logged with the IT Service Centre.

- Moodle Support: <https://student.unsw.edu.au/moodle-support>

The IT Service Desk is your central point of contact for assistance and support with remote and on-campus study.

- UNSW IT Service Centre:<https://www.myit.unsw.edu.au/services/students>

### Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the [myExperience survey](#), which serves as a source of evaluative feedback from students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

## School-specific Information

### Additional Resources

Additional resources are available on the SPH website: <https://sph.med.unsw.edu.au/current-students/student-resources>

### Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

UNSW Library Subject Guides: <http://subjectguides.library.unsw.edu.au/subjectguides>

Public Health Subject Guide: <http://subjectguides.library.unsw.edu.au/publichealth>

### Recording of lectures, tutorials and other teaching activities

Lectures, tutorials and other teaching activities *may* be recorded. Students should be advised that they are consenting to the recording by their enrolment in the course or participation in the activity. The purpose of audio and video recordings is to enhance the student experience by supporting engaged learning in an online teaching environment and ensure equitable access to all course resources for our students. If you have concerns about accessing course recordings, or being recorded, please contact the Course Convenor.

## School Contact Information

School guidelines on contacting staff:

## **Course questions**

All questions related to course content should be posted on Moodle or as directed by your Course Convenor.

In cases where email communication with course convenors is necessary, we kindly request the following:

- Use your official email address for any correspondence with teaching staff.
- We expect a high standard of communication. All communication should avoid using short-hand or texting language.
- Include your full name, student ID, and your course code and name in all communication.

Our course convenors are expected to respond to emails during standard working hours of Monday to Friday, 9am-5pm.

## **Administrative questions**

If you have an administrative question about your program of study at the School please submit your enquiry online at [UNSW Ask Us](#).

## **Complaints and appeals**

Student complaints and appeals: <https://student.unsw.edu.au/complaints>

If you have any grievances about your studies, we invite you to address these initially to the Course Convenor. If the response does not meet your expectations, you may then contact the School Grievance Officer, Katrina Blazek ([k.blazek@unsw.edu.au](mailto:k.blazek@unsw.edu.au)).