



## Introduction

### Welcome

Welcome to REHB 5118 - Allied Health Research Evidence Translation, a post graduate course at University of South Australia. This course is taught into both the postgraduate physiotherapy and the postgraduate sonography programs

This course runs over eight weeks in SP2, commencing February 27th 2023. It is expected that you have had some exposure to research methodology and basic statistics prior to entering this course. I have provided a list of concepts that you should understand before commencing the course and some e-book resources that cover these areas. I do not expect you to be able to calculate the statistical formulae - that is what they invented software and statisticians for - for this subject you just need to understand the concepts of the tests - i.e. why would you do specific statistics

At the outset I must tell you that this course is not designed to make you high level researchers - it is about making you smarter readers of the evidence that you come across in your clinical practice. As you develop your knowledge and skills about working out what is good and bad research then you will, hopefully, be able (if you wish) to transfer these skills into developing good solid research. I believe that evidence based practice **must** improve health care for a patient. So where better to develop good clinical research than from clinicians who provide the health care, not from a researcher stuck in a university office who hasn't seen a patient for 20 years and is judged by the number of grants received or number of papers he/she gets published rather than patient outcomes and effect.

The course is done on-line and I have provided a work commitment expectation for each week of the course - some of you might require more hours, some less, but it is a guide - try not to get left behind as it will be difficult to catch up.

The lectures are recorded and will be presented online each week. I will run a virtual classroom on Wednesday evenings covering the theoretical EBP material. - In this session I will cover the main aspects of that week's lecture, providing opportunity for students to ask questions, however, if you can't make it to the virtual tutorial when it is happening, post your questions anyway, as the class will be recorded and you can listen to it at a later date.

I will also run a virtual classroom on Thursday evenings covering the practical EBP processes i.e. how to form a research question, how to search for evidence, how to data extract, critically appraise etc. This material will help with your assignment and again if you can't make it the class will be recorded and you can listen to it at a later date.

If you have a question, someone else will have a similar question, and so by posting your question on the discussion board it opens up avenues for broad group discussion. I encourage you to use the discussion board for communication, particularly posing questions about your own evidence review.

I look forward to sharing your learning journey in the area of evidence production and uptake.

Cheers

Steve

## Academic Work Definitions

**External mode** includes online, distance education, industry placement or directed research. Virtual classrooms are deemed to be an external mode of delivery. External mode does not normally include a face to face component, however some courses offered in external mode may require a small component of on-campus activity, or practical sessions.

The expectations of your activity and preparation for each course will be aligned to the activity being undertaken. For example, if you are studying externally and there are virtual lectures, your preparation would be as listed under the lecture section of this guide.

You may also be supported through online facilitation, with preparation required, and other learning activities provided in your course, that will each have specific preparation requirements for you. These requirements should be set out in individual course guides.

Peer Interaction is usually included in UniSA courses in both external and internal modes of delivery and is considered a critical element of the learning process that may involve activities, projects, discussion forums, presentations, practicals, workshops.

### Lecture

#### Student information

A lecture is delivery of course content either in person, or online in a virtual classroom, that builds on the course readings and pre-lecture requirements for you and other students in the course. The primary purpose of the lecture is to comprehensively describe and explain course content, ideas or skills to provide a foundation on which students build understanding through extended study. Lectures may also be pre-recorded and embedded in online courses.

All students are expected to have undertaken required readings and assigned activities prior to the lecture.

### Tutorial

#### Student information

A tutorial can be conducted either in person or online in a virtual classroom. A tutorial is a facilitated group discussion, where your tutor leads analyses of issues and/or more detailed explanations related to the topics provided to you in online resources and/or lectures.

All students are expected to be familiar with relevant lecture content and readings prior to a tutorial and to participate actively in the related activities assigned for preparation. Tutorials may include a range of activities, including problem solving, group work, practical activities, and presentations.

### Workshop

#### Student information

A workshop is a structured activity, delivered either in person or online in a virtual classroom in which the student is required to actively contribute. Your instructor will facilitate guided activities that relate to course content previously covered in a lecture and/or seminar and/or tutorial.

All students are expected to be familiar with relevant lecture seminar and/or tutorial content prior to a workshop in preparation for undertaking the activities in the workshop.

## Course Teaching Staff

Online Course Facilitator: AsPr Steven Milanese  
Location: UniSA Allied Health & Human Performance  
C8-39  
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Staff Home Page: [people.unisa.edu.au/Steve.Milanese](http://people.unisa.edu.au/Steve.Milanese)

\* Please refer to your Course homepage for the most up to date list of course teaching staff.

## Contact Details

### Additional Contact Details

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# Course Overview

## Prerequisite(s)

There are no prerequisite courses to be completed before this course can be undertaken.

## Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

## Course Aim

Provide graduate students with the knowledge and skills to search for, and critically review quantitative, qualitative and mixed methods research evidence in a systematic and rigorous manner, that informs a clinical question and enables them to become educated consumers of health research which can be used to inform advanced clinical care and lifelong learning.

## Course Objectives

On completion of this course, students should be able to:

CO1. Design a well framed clinical review question relevant to clinical practice

CO2. Develop a structured search strategy which enables access to, and search of, sources of research evidence

CO3. Explain the design and conduct of experimental and observational studies relevant to Allied Health contexts and practice

CO4. Identify risk of bias and rigor of primary and secondary research evidence using critical appraisal processes

CO5. Synthesise findings from relevant primary research into a body of evidence

CO6. Discuss how review findings could be effectively translated into clinical practice contexts taking into account clinical expertise, clinical contexts and client's values and circumstances

CO7. Apply advanced knowledge of critical thinking and reasoning in self-reflection of current clinical practice.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

	Graduate Qualities being assessed through the course						
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•	•	•		•		•
CO2	•	•	•	•	•	•	•
CO3	•	•	•	•	•	•	•
CO4	•	•	•	•	•	•	•
CO5	•	•	•	•	•	•	•
CO6	•	•	•	•	•	•	•
CO7	•	•	•		•		

## Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

## Course Content

The theory and practice of systematically searching for, critically reviewing and extracting the literature relevant to a clinical question; the design and conduct of experimental studies relevant to Allied Health contexts and practice; and the design and conduct of observational studies relevant to Allied Health contexts and practice. Critical thinking and reasoning in translating evidence into practice

## Teaching and Learning Arrangements

Lecture (Online, Virtual classroom)	20 hours over 8 weeks
Online Discussion Boards	20 hours over 8 weeks
Workshop (Online Activities)	20 hours x 1 week

## Unit Value

4.5 units

## Student recording of learning activities

Students must seek permission prior to recording any UniSA learning activity. See [A-56 Policy Student recording of learning activities](https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf) (https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56\_student-recording-of-learning-activities.pdf)

Breaches of this Policy contravene the principles of academic integrity, and attract the penalties provided in the [Academic Integrity Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/) (https://i.unisa.edu.au/policies-and-procedures/university-policies/).

# Learning Resources

## Textbook(s)

There are no textbooks listed for this course.

## Reference(s)

There are a number of textbooks which can be used to cover the assumed knowledge. These are all available as e-books from the University of SA library

- Nigel Bruce, Daniel Pope, Debbi Stanistreet: Quantitative Methods for Health Research: A Practical Interactive Guide to Epidemiology and Statistics. 2008 John Wiley & Sons, Ltd
- Olive Jean Dunn, Virginia A. Clark : Basic Statistics: A Primer for the Biomedical Sciences 2009 John Wiley & Sons, Inc.
- Tammy Hoffmann, Sally Bennett, and Christopher Del Mar. Evidence-Based Practice Across the Health Professions - E-Book 2013 Edition 2, Elsevier Health Sciences

## learnonline course site

All course related materials are available on your learnonline course site which you will be able to access from the 'my Current Studies' section in myUniSA (<https://my.unisa.edu.au>).

### **Access to Previous Courses**

You will have access to your previous course sites for a period of 4 years. After this time, the course sites will be archived and will be unavailable.

**Note:** Course readings provided via the University Library are only made available to current students and staff due to licensing and copyright restrictions. Students may download their course readings while they are enrolled in the course for their personal research purposes only.

# Assessment

## Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its qualifications are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

It is an offence for any person or company to provide academic cheating services to students of Australian universities, irrespective of whether the service is provided by an Australian or overseas operator (see [Tertiary Education Quality and Standards Agency Amendment \(Prohibiting Academic Cheating Services\) Bill 2019](https://www.legislation.gov.au/Details/C2020A00078) - <https://www.legislation.gov.au/Details/C2020A00078>). "Academic cheating services" includes providing or undertaking work for students, where that work forms a substantial part of an assessment task.

More information about academic integrity and what constitutes academic misconduct can be found in the [Academic Integrity Policy and Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69) (<https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69>).

To learn more on academic integrity and how to avoid academic misconduct, please refer to the Academic Integrity Module: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

## Important information about all assessment

All students must adhere to the University of South Australia's [procedures about assessment](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

## Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within 15 working days of submission.

### Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

**If the Course Coordinator allows submissions in hard copy format**, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help ([https://asklearnonline.unisa.edu.au/app/answers/detail/a\\_id/2222/kw/coversheet](https://asklearnonline.unisa.edu.au/app/answers/detail/a_id/2222/kw/coversheet)) and in myUniSA.

## Assessment Descriptions

### Assessment 1

Single		60% of Course Total			Objectives being assessed:CO1, CO2, CO4, CO5, CO6, CO7			
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking	
Evidence Review	No	3000 words	-	12 May 2023, 11:59 PM	learnonline	No	No	

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

See assignment notes

### Assessment 2

Single (Continuous)			40% of Course Total		Objectives being assessed:CO3, CO4, CO6, CO7			
Title	Team work	Length	Duration	Sub-weighting	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Quiz 1	No	-	20 mins	25%	30 Apr 2023, 11:59 PM	CC	No	No
Quiz 2	No	-	20 mins	25%	5 Jun 2023, 11:59 PM	learnonline	No	No
Quiz 3	No	-	20 mins	25%	5 Jun 2023, 11:59 PM	learnonline	No	No
Quiz 4	No	-	20 min	25%	5 Jun 2023, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

quiz

### Feedback proformas

The feedback proforma is available on your course site.

### Additional assessment requirements

There are no additional assessment requirements identified for this course.

### Penalties for late submission

1. a deduction of 10% of the available marks, for each day (or part thereof) that the assignment is late up to a maximum of 5 days.

Thus, for an assessment item that is one day late the maximum mark available will be 90%, and for two days late 80% etc. By way of example, if a student achieved a mark of 65% for an assignment that was submitted one day late, their adjusted mark would be 65% of a total available mark of 90%, so the mark would be adjusted to 58.5%.

2. assignments which are more than 5 days late may not be assessed and will be assigned a zero grade inclusive of non-graded pass work. Whether or not an assignment that is more than 5 days late will be assessed will be at the discretion of the Course Coordinator.



## Exam Arrangements

This course does not have an exam

## Deferred Assessment or Examination

Deferred assessment or examination is available for the course.

## Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under specific conditions unless supplementary assessment or examination has not been approved for the course.

Specific conditions and further information is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/). <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

## Special Consideration

### Variations to assessment tasks

Details for which variation may be considered are discussed in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

More information about variation to assessment is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

### Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/> and Policy C7 [Students with Disability](https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/) at: <https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/>

Students who require variations or modifications to standard assessment arrangements must first register for an Access Plan with the UniSA Access & Inclusion Service. It is important to contact the Access & Inclusion service early to ensure that appropriate support can be implemented or arranged in a timely manner.

Students who wish to apply for an Access Plan must book an appointment with a UniSA Access & Inclusion

Advisor by contacting Campus Central or via the Online Booking System in the Student Portal. For more information about Access Plans please visit: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Once an Access Plan has been approved, students must advise their Course Coordinator as early as possible to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students are advised there are also strict deadlines to finalise Access Plan arrangements prior to examinations. Further information is available at: [http://i.unisa.edu.au/campus-central/Exams R/Before-the-Exam/Alternative-exam-arrangements/](http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/)

## Action from previous evaluations

We welcome your feedback

# Course Calendar

## Study Period 2 - 2023

Weeks	Topic	Assessment Details (Adelaide Time)
13 - 19 February	Pre-teaching	
20 - 26 February	Pre-teaching	
1 27 February - 5 March		
2 06 - 12 March		
3 13 - 19 March		
4 20 - 26 March		
5 27 March - 2 April		
6 03 - 9 April		
7 10 - 16 April		
8 17 - 23 April		
9 24 - 30 April		Quiz 1 due 30 Apr 2023, 11:59 PM  Quiz 4 due 05 Jun 2023, 11:59 PM  Quiz 3 due 05 Jun 2023, 11:59 PM
10 01 - 7 May		