ASAR
Australian Sonographer Accreditation Registry

Australian Sonographer Accreditation Registry Limited
(02) 8850 1144, registry@asar.com.au, www.asar.com.au

Appendix 4 – Subject Outline

Name of Subject/Unit	Allied Health Research Evidence Translation
Subject/Unit Code	REHB 5118

(Use a separate template for each subject/unit in the course)

Section 1: General Information

1.1 Core or elective subject/unit Indicate if the subject/unit is a:

- [ ] core subject/unit
- [X] elective subject/unit
- [ ] other (please specify):

1.2 Subject/unit weighting
If applicable, indicate, the weighting of this subject/unit and the total course points (eg 10 credit points for the subject/unit and 320 credit points for the course).

4.5	**Subject/Unit Credit Points** (eg 10 credit points)
54	**Total Course Credit Points** (eg 320 credit points)

1.3 Student workload
Indicate below, the expected student workload per week for this subject/unit:

	Number timetabled hours/week*
12+	Number personal study hours/week**
	Number clinical placement hour/week***
12+	Total workload hours/week****

* Total time spent per week at lectures, tutorials, etc
** Total time students are expected to spend per week in studying, completing assignments, etc
*** Total time spent per week on clinical placements
**** That is, * + ** + *** = workload hours.

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1.4 Mode of Delivery
Indicate if this subject/unit is delivered (You may tick more than one box).

- [ ] face to face
- [X] online
- [ ] independent learning module/untimetabled study
- [ ] by a combination of modes (please specify)
- [ ] through a practicum
- [ ] other

Other (please specify)

1.5 Pre-requisites and / or assumed knowledge
Are students required to have undertaken a prerequisite/co-requisite subject/unit(s) for this subject/unit?

- [ ] Yes
- [X] No

If **yes**, provide details of the prerequisite/co-requisite or assumed knowledge requirements below:

1.6 Resource requirements
Do students require access to specialist facilities and/or equipment for this subject/unit (eg specialist facilities, computer access, equipment, particular case / scan types, libraries)?

- [X] Yes
- [ ] No

If **yes**, provide details of the requirements below. Please attach floor plans and photographs or videos showing the facilities and equipment that will be used for the course.

Students need to access the learnonline (moodle) website for this subject. The website provides resources, assessment portals & discussion boards. Students also can access the library and a number of online texts.

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Section 2 – Academic Details

2.1 Student learning outcomes/objectives
List the clinical and academic learning outcomes / objectives students would be expected to attain by successfully completing this subject/unit (link to assessment tasks (refer to 2.4 below)):

a)	Design a well framed clinical review question relevant to clinical practice
b)	Develop a structured search strategy which enables access to, and search of, sources of research evidence
c)	Explain the design and conduct of experimental and diagnostic studies relevant to allied health contexts and practice
d)	Identify risk of bias and rigor of primary and secondary research evidence using critical appraisal processes
e)	Synthesise findings from relevant primary research into a body of evidence
f)	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
g)	Apply advanced knowledge of critical thinking and reasoning in self-reflection of current clinical practice.
h)	
i)	
j)	

2.2 Subject/unit content and structure

Provide details in the table below, about the subject/unit content and how it is structured, including practical components such as laboratory, studio and work-based placements. **NOTE**: Please attach course materials where available

Provide graduate students with the knowledge and skills to search for, and critically review allied health research evidence in a systematic and rigorous manner, that informs a clinical question and enables students to become educated consumers of health research which can be used to inform advanced clinical care and lifelong learning. These skills will ensure that students have the means to provide quality care to every patient they see, by being able to find and evaluate the best available evidence and applying it correctly in the situation.

The course material is broken down in to 11 topics.

Topic 1 Critical Thinking and Reasoning
Topic 2 Biopsychosocial Theory
Topic 3 Experimental studies
Topic 4 Observational Studies
Topic 5 Diagnostic Studies/CPRs
Topic 6 Qualitative studies - Theoretical approaches/ Data collection
Topic 7 Secondary Evidence studies - Literature Reviews, Systematic Reviews/Meta-analyses/Guidelines
Topic 8 Moving from Evidence to action 1
- Contextualising the evidence to the local environment
- Consumer perspective

Topic 9 Moving from Evidence to action 2
- Limited evidence
- Making your own evidence
  - N=1
  - Audits

Topic 10 Moving from Evidence to action 2 - Limited evidence + Consumer perspective
Topic 11 Health Technology Assessments and Health Economics

2.3 Teaching methods/strategies

Briefly describe below, the teaching methods/strategies (face to face lectures, online tutorial) used in this subject/unit:

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This course runs over a period of nine weeks, primarily online and is self-paced with students able to study the course material as it suits them. It is expected that students have had some exposure to research methodology and basic statistics prior to entering this course.

During week 3 of this course, an optional four (4) days of face to face workshops will be held on campus. These workshops will focus on the "how to" part of EBP - and will be useful for student's assignments.

The discussion board will be manned for three hours a week, where the course coordinator will facilitate discussions around the questions students pose on the discussion board. It is important that students remember that if they 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. We encourage students to use the discussion board for communication, particularly posing questions about their own systematic review assessment piece.

2.4 Student assessment:

Provide, in table format as shown below, a schedule of formal clinical and academic assessment tasks and major examinations for the subject/unit

Assessment Type (eg Assignment – 2000 word essay (specify topic), Examination (specify length))	When Assessed (eg Week 5)	Weighting (eg 10% of Total subject/unit marks)	Learning Outcomes Assessed (link to 2.1 above eg (a), (b))
Online Quiz x 4	ongoing	40	all
Assignment (Evidence Review) - 3000 words	week 10	60	all

2.5 Prescribed and recommended readings:
Provide below, in formal reference format, a list of the prescribed and recommended readings:

There are no textbooks listed for this course, however recommended readings and research articles include:

Different Levels of Evidence by Dr Colin Tidy, Reviewed by Prof Cathy Jackson

Grey Literature in the Health Sciences: Overview

Embedding Evidence-based Practice Education into a Post-graduate Physiotherapy Program: Eight Years of pre-Post Course Evaluations; L. Perraton, Z. Machotka, K. Grimmer, C. Gibbs, C. Mahar & K. Kennedy

Evidence-based Practice Intentions and Long-term Behaviours of Physiotherapy Graduates Following an Intensive Education Programme; L. Perraton, Z. Machotka, C. Gibbs, C. Mahar, K. Kennedy & K. Grimmer

Journal Alerts - Beyond Google

2.6 Required Attachments:

Please provide the following materials for each subject:

1. The learning materials for the student
2. The teaching materials
3. The assessment tasks (academic and clinical)
4. Any materials provided to workplace supervisors.