

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	EVIDENCE BASED PRACTICE: JOURNAL CLUB
<b>Unit ID:</b>	NHPPS3315
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NPHPS2102 or NPHPS3401)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061701

## Description of the Unit:

This unit is a self-directed learning activity which require students to critically read journal articles relevant to health professional practice. Students will meet regularly with the unit coordinator to discuss the quality of evidence and its clinical implications. Articles will include qualitative and quantitative research and both published and grey literature. Students will be responsible for leading sections of the journal club meetings and will critically discuss the rigour of evidence shared and the implications of the research findings for clinical practice

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	✓	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Build on prior knowledge of research methods to further develop a broad and coherent body of knowledge of research methods relevant to health professional practice
- K2.** Become familiar with the range of published and grey literature available to health professional practitioners
- K3.** Use established guidelines for judging the quality standards of published literature and various sources of publicly available evidence

#### Skills:

- S1.** Self-evaluate progress through the unit and provide colleagues with feedback on their contributions to the journal club
- S2.** Critically evaluate published and grey literature for quality, clinical relevance and impact
- S3.** Communicate research concepts clearly and effectively, both orally and in writing

#### Application of knowledge and skills:

- A1.** Critically discuss rigour and quality of research evidence shared during the journal club meetings
- A2.** Facilitate Journal club meetings to extend their own learning and the learning of others through interpretation of published evidence
- A3.** Demonstrate initiative and creativity in producing a podcast to critically reflect on learning

#### Unit Content:

This unit is a self-directed learning activity that focuses on the student's scholarship skills. Students will attend weekly Journal club meetings to build their capacity to critically review the evidence base of health professional practice. Students will have an opportunity to chair sections of the Journal Clubs and to facilitate critical discussions on research concepts and the clinical implications of the research

#### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1	Participation in Journal Club (JC) meetings	Marked by peers and unit coordinator	20-40%
K1, K2, K3, S2, S3, A1	Critical review of Journal article	Written report	15-25%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Chair Journal club meetings	Facilitate peer discussion and critical understanding of sections of Journal Club meetings	15-25%
K1, K2, K3, S2, S3, A1, A3	End of semester Podcast	Podcast on a research concept or a journal article	20-50%

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit:** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)