

Evidence-Based Practice (EBP): Understanding, Critiquing and Applying EBP

UNIT CODE	2CP3D093																
UNIT TITLE	Evidence-Based Practice (EBP): Understanding, Critiquing and Applying EBP																
UNIT ABBREVIATION	EBP																
LEVEL OF STUDY	6																
CREDIT VALUE	20	ECTS VALUE	10														
HOME DEPARTMENT	Nursing																
UNIT COORDINATOR	Louise Bowden, Clare Street																
KEYWORDS	Evidence-based practice, interpreting evidence, applying evidence, quantitative and qualitative research																
UNIT LEARNING OUTCOMES	<p>On successful completion of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and critique different types of evidence (from original research) and apply finding to their practice 2. Critically appraise and reflect on the benefits and limitations of EBP within health and social care practice 																
SUMMATIVE ASSESSMENT	<table border="1"> <thead> <tr> <th>Element (highlight final element)</th> <th>Type</th> <th>Weighting</th> <th>Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Written assessment</td> <td>100%</td> <td>All</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Element (highlight final element)	Type	Weighting	Learning outcomes assessed	1	Written assessment	100%	All	2					
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	Work within social, environmental and community contexts	-
	Use systems and scenario thinking	-
	Engage with stakeholder/interdisciplinary perspectives	-
ASSESSMENT STRATEGIES FOR EACH ELEMENT OF ASSESSMENT	<p>Formative: students are offered the opportunity to discuss work in progress and receive feedback</p> <p>Summative: a 4,500 word assignment which will cover the following:</p> <ul style="list-style-type: none"> - a critical discussion of what constitutes evidence and the principles of EPB - a critical discussion of original research (quantitative and qualitative) that could inform the evidence base of their practice (i.e. on a topic relevant to their practice) - a critical discussion of the implications of using evidence to inform and develop their practice <p>The assessment will be submitted and marked as one piece of work.</p>	
ASSESSMENT CRITERIA FOR UNIT/ELEMENTS OF ASSESSMENT	<p>CPD unit grading criteria for level 6 apply.</p> <p>This unit must be passed and cannot be compensated or condoned.</p>	
NON-STANDARD MINIMUM PASS MARK		

OUTLINE OF THE UNIT

BRIEF SUMMARY	The aim of this unit is to enable students to critique evidence-based practice and understand the relative merits and limitations the different types of evidence, which inform practice. They should be able to locate and interpret primary source evidence and thereby be enabled to make informed judgements about applying evidence to practice.
INDICATIVE CONTENT	<p>The nature of evidence and principles of EBP. Different types of research (principles, methodologies and methods). Critical appraisal of different types of research. Searching and locating evidence/original research. The benefits and limitations of evidence within the context of real-world practice.</p> <p>Teaching and learning strategies may vary according to the group size and learning preferences of group members. They may include: lectures; group work; seminars; e-learning; case study analysis, reflection on practice; directed study activities; subject focused tutorials</p>

LEARNING ACTIVITIES

BREAKDOWN OF STUDENT LEARNING ACTIVITY	Type of Activity	%
	Summative assessment	25%
	Directed study	30%
	Student-centred learning	45%
MANDATORY LEARNING & TEACHING REQUIREMENTS		

LEARNING RESOURCES

ESSENTIAL READING	<p>Literature: Aceijas, C. (Ed) (2011) <i>Assessing Evidence to Improve Population Health and Wellbeing</i> Exeter: Learning Matters Ltd Blastland, M and Dilnot, A., (2007) <i>The Tiger That Isn't: seeing through a world of numbers</i> London: Profile Books Blaxter, L., Hughes, C. & Tight, M. (2001) <i>How to research</i>. (2nd Edition). Buckingham: Open University Press. Bowers D, House A & Owens D (2006) <i>Understanding Clinical Papers</i> 2nd edition, Chichester: John Wiley available as e-copy Byrne, D. (2002) <i>Interpreting quantitative data</i>. London: Sage Publications. Ellis, P. (Ed) (2010) <i>Evidence-based Practice in Nursing</i> Exeter: Learning Matters Ltd Holloway, I. & Wheeler, S. (2010) <i>Qualitative research in nursing</i>. (3rd Edition) Oxford: Blackwell. Jenkinson, C (ed) (1997) <i>Assessment and Evaluation of Health and Medical Care: A methods text</i> Buckingham: Open University Press Kerrison, S. & MacFarlane, A. (eds) (2005) <i>Official health statistics: An unofficial guide</i>. London: Arnold Matthew, B. & Ross, L. (2010) <i>Research methods: A practical guide for the social sciences</i>. Essex: Pearson Education. Parahoo, K. (2006) <i>Nursing research: Principle, process and issues</i>. (2nd Edition) Basingstoke: Palgrave Macmillan. Polit, D. (2011) <i>Nursing research: Generating and assessing evidence for nursing practice</i>. London: Lippincott. Smith, S., Sinclair, D., Raine, R., and Reeves, B. (2005) <i>Healthcare Evaluation</i> Berkshire: Open University Press</p> <p>Journals: Journal of Evaluation in Clinical Practice Evidence Based Healthcare</p> <p>Websites: http://www.cebm.net/</p>
ADDITIONAL RESOURCES THAT STUDENTS SHOULD BUY	None

SPECIAL ICTS REQUIREMENTS	None
ANY OTHER ADDITIONAL RESOURCES	None

ADMINISTRATION

JACS CODE	B990
DATE OF APPROVAL	12 March 2013
DATE OF MOST RECENT CONSIDERATION	
UNIT EXTERNAL EXAMINER	
UNIT ASSESSMENT BOARD	