

MODULE SPECIFICATION PROFORMA

Module Title:	Evidence Based Practice	Level:	5	Credit Value:	20
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Module code:	CMP514	Is this a new module?	Yes	Code of module being replaced:	CMP509
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Cost Centre:	GACM	JACS3 code:	B300
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Trimester(s) in which to be offered:	1	With effect from:	October 18
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School:	Social & Life Sciences	Module Leader:	Vic Graham
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Acupuncture	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSc (Hons) Complementary Therapies for Healthcare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSc (Hons) Rehabilitation and Injury Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval October 2018

APSC approval of modification

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

The aims of the module are:

1. To consolidate students' knowledge and understanding of evidence-based practice and its relationship to contemporary health care.
2. To equip students with the knowledge and skills to develop their research appraisal skills.
3. To introduce students to a variety of issues related to research methods.
4. To enable students to produce a proposal for an extended literature review to assist them at Level 6 with the dissertation.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem-solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Discuss the use of different methods and methodologies for specific questions and areas of practice.	KS1	KS2
		KS3	KS4
		KS6	KS9
2	Differentiate between sampling procedures and their statistical relevance, including the concept of research ethics and codes of practice.	KS1	KS3
		KS4	KS6
		KS7	KS9
3	Examine different statistical tests and statistical packages to analyse and interpret data, including methods of data presentation.	KS1	KS3
		KS4	KS6
		KS9	KS10

4	Evaluate the findings and implications of data analysis using a range of tools and frameworks.	KS1	KS2
		KS3	KS4
		KS6	KS10
Transferable/key skills and other attributes			
Competent numeracy skills Interpretation skills Competent and confident discussion and debating skills Critical thinking skills Demonstrate an awareness of ethical frameworks			
Derogations			
Not Applicable			

Assessment:

Assessment One:

A written assignment that will require students to submit a research proposal.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 to 4	Essay	100%	N/A	2500

Learning and Teaching Strategies:

The module will be developed through a range of teaching strategies including: Presentations, seminars, lectures, directed study, IT workshops, group work and the individual student experience. Moodle will act as a repository for session materials and supplementary resources.

Indicative Syllabus outline:

Research design; Levels of data.
Data collection methods.
Experimental research - Hypothesis, Sampling, Variables, Experimental designs.
Questionnaires - Design, Reliability, Validity, Sampling.
Statistics in research - Probability, Descriptive statistics, Inferential statistics.
Qualitative research - Methodologies, Qualitative data analysis, Reliability, Validity.
Systematic Literature Reviewing- SPSS and data analysis.
Data presentation and discussion of findings.
Developing research questions and selecting appropriate design.
Ethical research proposal.
Critiquing published research.
Utilisation of research in practice.
Developing a research proposal.

Essential reading

Aveyard, H., (2014), *Doing a literature review in health and social care*. 3rd ed. Maidenhead: OUP Press.

Harvey, G. & Kitson, A. (2015) *Implementing Evidence Based Practise In Healthcare A Facillitation Guide*, Routledge

Davies, M., (2014), *Doing a successful research project: using qualitative or quantitative methods*. 2nd ed. Basingstoke: Palgrave Macmillan.

Other indicative reading

Adams, J., (2007), *Researching complementary and alternative medicine*. London: Routledge.

Saks, M. and Allsop, J., (2012), *Researching health: qualitative, quantitative and mixed methods*. 2nd ed. London: Sage Publications.

Blaxter, L., Hughes, C. and Tight, M. (2010), *How to research*. 4th ed. Buckingham: Open University Press.

Denscombe, M., (2012), *Research proposals: a practical guide*. Maidenhead: Oxford University Press.

Lewith, G., Jonas, W. and Walach, H. (2010), *Clinical research in complementary therapies: principles, problems and solutions*. 2nd ed. Edinburgh: Churchill Livingstone.

MacPherson, H. (2007), *Acupuncture research: strategies for establishing an evidence base*. Edinburgh: Churchill Livingstone Elsevier.

Petticrew, M. and Roberts, H. (2005), *Systematic reviews in the social sciences: a practical guide*, Oxford: Blackwell Publishing.

Ridley, D. (2012), *The Literature review: a step-by-step guide for students*. 2nd ed. London: Sage Limited