

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Evidence Based Practice	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	CMP509	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	CMP 502
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<b>Cost Centre:</b>	GACM	<b>JACS3 code:</b>	B300
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<b>Trimester(s) in which to be offered:</b>	1	<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Caroline Lomas
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Scheduled learning and teaching hours	50 hrs
Guided independent study	150 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

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

<b>Pre-requisites</b>
None

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

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 health care and CAM.
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.	KS1	KS3
		KS4	KS6
		KS7	KS9
3	Demonstrate an appreciation of the different statistical tests and statistical packages to analyse and interpret data.	KS1	KS3
		KS4	KS6
		KS9	KS10
4	Differentiate between methods of data presentation.	KS1	KS3

MODULE SPECIFICATION PROFORMA

		KS4	KS6
		KS9	
5	Evaluate the findings and implications of data analysis using a range of tools and frameworks.	KS1	KS2
		KS3	KS4
		KS6	KS10
6	Describe the concept of research ethics and codes of practice.	KS1	KS3
		KS6	KS7
		KS9	
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			
<b>Derogations</b>			
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 6	Essay	100%		4 000

**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.

**Bibliography:**

**Essential reading**

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

**This book is available as an E-Book. You will need to log onto Athens to access it. It should also be available in the University Library, Edward Llwyd Building, Main Campus.**

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

**This book should be available in the University Library, Edward Llwyd Building, Main Campus.**

Punch, K. F., (2006), *Developing effective research proposals*. 2nd ed. London: Sage Publications Ltd.

**This book should be available in the University Library, Edward Llwyd Building, Main Campus.**

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

**This book should be available in the University Library, Edward Llwyd Building, Main Campus.**

**Other indicative reading**

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

**This book is available as an E-Book. You will need to log onto Athens to access it. It should also be available in the Edward Llwyd Building, Main Campus.**

Bell, J. (2014), *Doing your research project: a guide for first-time researchers in education and social science*. 6<sup>th</sup> ed. Maidenhead: Open University Press.

***This book is available as an e-book. Please note that you will need to be logged into Athens to access it. It should also be in the University Library, Edward Llwyd Building, Main Campus.***

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

**This book is available as an E-Book. You will need to log onto Athens to access it. It should also be available in the University Library, Edward Llwyd Building, Main Campus.**

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

***This book is available as an e-book. Please note that you will need to be logged in to Athens to access it. It should also be available in print in the library in Edward Llwyd Building, main campus:***

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

**This book is available as an E-Book. You will need to log onto Athens to access it. It should also be available in the University Library, Edward Llwyd Building, Main Campus.**

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

**This book should be available in the University Library, Edward Llwyd Building, Main Campus.**

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

**This book is available as an E-Book. You will need to log onto Athens to access it. It should also be available in the University Library, Edward Llwyd Building, Main Campus.**

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

**This book should be available in the University Library, Edward Llwyd Building, Main Campus.**