Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION

Module Title:	Evidence Based Practice in Primary Healthcare	**Level**:	6	**Credit Value**:	20

Module code:	NHS60AD	New ✓ Existing	**Code of module being replaced**:	N/A

Cost Centre:	GANG	JACS3 **code**:	B710

Trimester(s) in which to be offered:	1	**With effect from:**	April 19

School:	Social and Life Sciences	**Module Leader:**	Edna Astbury Ward

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) Primary Healthcare		✓
Graduate Diploma in Primary healthcare		✓

Pre-requisites
NA

Module Aims
This module aims to provide the student with insight into the principles of a range of research methods while encouraging critical thinking and stimulating the development of research-based practice within the context of primary healthcare.

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	
1	Appraise and critically evaluate the purpose and context of the different types of evidence that are used to guide primary healthcare practice, including the relevance of political drivers, clinical expertise and research based evidence.	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Debate the strengths and weaknesses of the philosophical and conceptual traditions of quantitative and qualitative research within the context of primary healthcare.	KS1	KS3
		KS4	KS5
		KS6	KS7
3	Apply appropriate methods of critiquing research based evidence that relate to primary healthcare.	KS1	KS2
		KS3	KS4
		KS6	KS7
4	Review and critically appraise published research, including systematic reviews, and interpretation of new research in the context of primary healthcare.	KS1	KS3
		KS4	KS5
		KS6	KS7
		KS6	KS7

Transferable/key skills and other attributes
• Interpretation and communication of information, knowledge and statistics about health and wellbeing. • Critical appraisal of published articles, health service and social care related reports and documents in the context of health and society. • Research, investigative and problem-solving skills • Decision making and independent thought

Derogations
All elements of assessment must be passed. Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer grade.

Assessment: Please give details of indicative assessment tasks below.

The students will identify an issue from clinical practice that warrants investigation. The students will then critically appraise three articles that relate to the chosen topic. Using a recognised appraisal tool such as CASP or Cormack, the student will debate the strengths and weaknesses within the research and conclude by suggesting recommendations for improvement in the research process.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4	Essay	100%		3,000

Learning and Teaching Strategies:

The module will be delivered through a mixture of lectures, tutorials and directed private study. Students will discuss and share ideas through student-led seminars and peer group discussion, practical exercises and review of published research.

Syllabus outline:

• Theoretical frameworks: Quantitative and qualitative approaches, the naturalistic V positivist debate. Research designs: Focus groups, questionnaires, interviews, observation, action research. Methodology: Validity, reliability, ethics, sampling, statistics, analysis, writing for publication, critiquing tools.

Bibliography:

Essential reading

Aveyard, H. (2014) *Doing a Literature Review in Health and Social Care: A Practical Guide 3rd Ed.* Maidenhead: Open University Press.

Cottrell, S. (2011). *Critical thinking skills. Developing effective analysis and argument)* Basingstoke: Palgrave Macmillan.

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

Guest, G. & Namey, E.E. (eds) (2015) *Public health research methods.* London: Sage Publications.

Moule, P. (2015) *Making sense of research in nursing, health and social care 5th Ed* London: Sage

Parahoo, K. (2014) *Nursing Research Principles, Process and Issues3rd Ed* London: Palgrave MacMillan.
Ross, T. (2012) *A survival guide for health research methods.* Maidenhead. MCGraw-Hill.
Other indicative reading

Other Indicative reading

Cottrell, S. (2005) *Critical thinking skills. Developing effective analysis and argument.* Basingstoke. Palgrave.

Crookes. P., Davies, S. (2004) *Research into practice. Essential skills for reading and applying research in nursing and health care.* London: Bailliere Tindall.

Freshwater, D., Bishop, V. (2004) *Nursing research in context. Appreciation, application and professional development.* Basingstoke: Palgrave MacMillan.