

Advanced Evidence Appraisal and Synthesis

Module Code:	DEM7014-C
Academic Year:	2018-19
Credit Rating:	30
School:	Centre for Applied Dementia Studies
Subject Area:	Dementia
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Tutorials	39
Directed Study	261

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims

This module will enable you to -

- 1) independently source, critically appraise and evaluate evidence (research, clinical, direct experience) in relation to dementia practice.
- 2) synthesise a range of evidence to develop an informed critical understanding of a selected area of dementia practice.
- 3) forefront the value of service user input, multidisciplinary working, inclusion and diversity and global perspectives in interpreting the value of evidence
- 4) Interpret evidence to make informed recommendations for practice

Outline Syllabus

Critical appraisal and appreciation of a range of evidence in relation to dementia care practice. Conduct a literature search. Evaluating evidence according to a range of parameters including academic integrity, methodological approaches and inclusion of direct sources i.e. service user experience, stakeholders. Synthesise a range of evidence in understanding an aspect of dementia care practice. Present a critical enquiry in relation to an area of dementia practice, including considerations of service user input, inclusion and diversity and global perspectives. Utilise evidence to make informed recommendations for practice.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 Independently source a range of evidence using a variety of search strategies in relation to a specified area of dementia practice
- 2 Critique a range of methodological approaches
- 3 Critically appraise a range of evidence, demonstrating advanced awareness of multidisciplinary and global perspectives.
- 4 Demonstrate advanced awareness of inclusion and diversity and the importance of valuing the service user voice as a source of evidence.
- 5 Synthesise different sources of evidence to inform practice based recommendations
- 6 Independently conduct a critical enquiry of an area of dementia practice
- 7 Develop a complex written account of the enquiry
- 8 Creatively communicate findings to a specified audience
- 9 Work and learn independently.

Learning, Teaching and Assessment Strategy

All learning outcomes are addressed through a combination of independent completion of study activities and exercises supported by a distance learning study guide and reading materials, alongside group based discussion groups and activities conducted synchronously and asynchronously via the VLE and other IT based resources. This will help you to consolidate learning and provide opportunities for discussion and peer support and interaction.

Extensive use is made of the Virtual Learning Environment including the e-portfolio platform as well as other interactive on-line resources such as relevant web-sites and audio or video files. In line with the Faculty research informed teaching strategy the module is research-based requiring inquiry into the evidence-base to support research-informed teaching in dementia care.

There are ten formative scheduled learning activities for each module; i.e. six online discussion forums, three tutorials and one formative assignment. The mode of feedback for each of these is as follows: asynchronous written peer and tutor feedback on discussions forums; synchronous oral peer and tutor feedback during tutorials; written developmental

tutor feedback on the formative assignment. Formative feedback will be provided in relation to learning outcomes 1,2,3. Directed learning is self-study.

Engagement in scheduled learning activities is compulsory and attendance is monitored.

Absence from any scheduled learning activity must be authorised by the module leader and plans to catch up on the missed work must be put in place. Failure to engage in scheduled learning activity can lead to withdrawal from the programme of study.

Learning outcomes (1-6) are assessed via the critical commentary coursework. Learning outcomes 4,7, and 8 will be via the assessed presentation.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Presentation	Presentation of recommendations to specified audience	10 minutes	40%	Yes
Summative	Coursework	Critical commentary of two sources of evidence in relation to one area of dementia care practice.	0-3000 words	60%	No

Legacy Code (if applicable)

Reading List

To view Reading List, please go to [rebus:list](#).