

Evidence Based Guideline Development

Module Code:	PAR6002-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Allied Health Professions and Midwifery
Subject Area:	Occupational Therapy, Physiotherapy and Rehabilitation
FHEQ Level:	FHEQ Level 6
Module Leader:	Miss Elizabeth Hastie

Additional Tutors:

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	4
Tutorials	37
Directed Study	159

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Academic Year (Sept - May)
BDA	University of Bradford / Semester 1 (Sep - Jan)
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims

To enable the student to develop the necessary skills to make judgements on the standards of evidence and to make recommendations on the application of sound research to therapy practice

Outline Syllabus

Evidence-based healthcare
Use of specialist information centres such as the Cochrane Collaboration and the NHS Centre for Reviews and Dissemination
Use of appraisal tools to critically evaluate the evidence
Levels of evidence and grades of recommendations
Developing clinical guidelines
Belbin team roles analysis
Change management for the implementation of clinical guidelines
Audit of clinical guidelines
Clinical Governance
Service development and improvement

Module Learning Outcomes

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

- 1 1.1 Evaluate & consolidate one's own skills in critical review of evidence-based healthcare and its use in guideline development.
 1.2 Propose a reasoned and systematic approach to the dissemination, implementation and audit of your guideline.
- 2 2.1 Develop evidence based guidelines specific to a defined target group.
- 3 3.1 Critically evaluate systematic methods for finding research evidence.
 3.2 Critically appraise relevant literature and grade the levels of evidence.
 3.3 Critically evaluate your role within a team and your impact on others with differing styles.
 3.4 Generate written work to academic standards.
 3.5 Utilise and critically evaluate the information technology available to produce an evidence-based guideline to academic standards.

Learning, Teaching and Assessment Strategy

Students will work in groups to negotiate the guideline question and identify a strategy for a systematic literature search. Key lectures, seminars, and tutorials will focus around the systematic processes of literature search and appraisal skills including the grading of evidence. In addition, students will self assess their preferred role within a team, utilizing the information to inform their roles within their group. Students may choose to undertake roles that work to their strengths, or negotiate with their group to allow them to challenge themselves in a role they wish to develop. Students will work independently to grade research articles and then review their judgement in pairs, bringing in a third group member to act as moderator for disagreements. The group will work as a team to incorporate their combined knowledge into a graded evidence-based guideline that is appropriate for their target audience and fulfils learning outcomes (LO 2.1, 3.1, 3.2 and 3.5). Staff acting as facilitators, will be available to groups on a weekly basis. In addition to the group guideline, students will produce an individual assignment to demonstrate achievement of learning outcomes (LO1.1, 1.2, 3.3, 3.4) and provide further evidence for learning outcomes (LO3.1 and 3.2).

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Referral	Examination - oral/viva voce	Interview justifying the guideline production, content and structure	20 minutes	40%	No
Summative	Coursework	Individual submission of coursework - 2000 words	0 hours	60%	Yes
Summative	Coursework	Group submission of clinical guideline	0 hours	40%	No
Referral	Coursework	Individual submission of coursework	-2000 words	60%	Yes

Legacy Code (if applicable)

HP-6000L

Reading List

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