

Module Details	
Module Title	Evidence Based Healthcare
Module Code	NUR5501-C
Academic Year	2021/2
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Independent Study	198.5
Online Seminar (Synchronous)	27
Interactive Learning Objects	6
Lectures	31
Online Lecture (Asynchronous)	22
Seminars	64.5
Directed Study	34

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year
MYA	University of Bradford / Semester 3

Module Aims
The aim of the module is to develop your knowledge of research concepts and methodologies, how to disseminate research findings and how research leads to the development of service improvement. The aim of this module is to develop your application of evidence-based practice and research skills with reference to the anatomical systems and associated conditions in the outline syllabus.

Outline Syllabus
An understanding of research concepts and skills including evidence in healthcare, evidence-based practice vs practice-based evidence, outcome focused evidence An understanding of Quantitative and Qualitative Research methods - reliability/feasibility, validity, trial registration Introduction to Statistics - statistical significance, Qualitative Data Analysis, Quantitative Data Analysis, using reliable research resources. An understanding of and the use of systematic reviews and Literature Reviews. An introduction to research, policy and guidance development ? e.g. National Institute of Healthcare Evidence The concept of critical appraisal and the use of tools for critically evaluating evidence Introduction to Epidemiology and its application to clinical practice Understanding of ethics and research Understanding of how to disseminate Research Introduction to Service Development and Improvement and audit.

Learning Outcomes	
Outcome Number	Description
01	With reference to the body systems and conditions in the syllabus you will be able to describe the relevant anatomy and physiology and pathophysiology as supported by under-pinning research and evidence.
02	Demonstrate an understanding of factors affecting quality of evidence informing decision-making in healthcare practice.
03	Apply relevant evidence-base to nursing care across the lifespan.

Learning, Teaching and Assessment Strategy

Seminars and Lectures will explicitly unpack the evidence underpinning conditions and systems. This will also engage you in a critical dialogue of the quality and validity of the research based knowledge in relation to the nursing care of these topics.

It will support you to develop your analytical skills in research evidence and its relationship to your practice.

Teaching is research informed and you will explore the evidence base's rigour, validity and generalisability in relation to practice. You will have opportunities to apply your research appraisal skills.

This module adopts a range of learning and teaching activities to facilitate your learning. Research informed key lectures will deliver core content providing you with the opportunity to discuss and evaluate the range of knowledge, policies, theories and evidence that contribute to your understanding of your role as a student nurse. This will be complemented by online seminars and team-based learning sessions to equip you for life-long learning as evidence-based practitioners. These will be delivered as a live and pre-recorded materials ('live' meaning a 'synchronous session' and some as an asynchronous session - meaning you can access the lecture at your own convenience as it is pre-recorded). Group learning and practical sessions will enable you to consolidate this learning and your clinical practice. These will be delivered as synchronous on line seminars. Students on the mental health programme will receive an additional 4 hours of face-to-face breakaway training. Virtual Learning Environments (VLE) will be used to provide access to online resources, reading lists, lecture notes and external links to websites of interest.

The module incorporates a collaborative learning and teaching strategy, Team Based Learning (TBL). This strategy will require you to undertake individual preparation work before completing individual class tests, called Individual Readiness Assurance Tests (iRATS). TBL sessions (seminars and group learning) will be used to facilitate your understanding and enhance your acquisition of skills. Directed study will provide you with the opportunity to undertake reading, participate in enquiry-based learning, address individual learning needs and contextualise learning to practice. TBL will be delivered through live synchronous sessions in groups. Application of core concepts and nursing procedures will be through TBL, seminars and on-line group discussion.

Nursing Procedure sessions will be utilised for you to gain practical competence and are being delivered through online materials.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Team-Based Assessment	Team-based learning (iRAT and tRAT)	50%
Summative	Coursework - Written	Essay	50%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.