

## Liverpool John Moores University

Title: INTRO TO CLINICAL EFFECTIVENESS & EVIDENCE  
BASED PRACTICE ACROSS HEALTH & SOC CARE  
SETTING  
Status: Definitive  
Code: **4005DNCFP** (111938)  
Version Start Date: 01-08-2014  
Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

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**Academic Level:** FHEQ4      **Credit Value:** 10.00      **Total Delivered Hours:** 34.00  
**Total Learning Hours:** 100      **Private Study:** 66

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	16.000
Online	2.000
Seminar	16.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	2000 words in which the student will identify one issue from the scenario, looking at the evidence base that underpins practice for this issue.	100.0	

## **Aims**

*This module aims to:*

- 1. Introduce students to the concepts of Evidence Based Practice and Clinical Governance*
- 2. Enable students to engage in effective literature searching relevant to contemporary practice*
- 3. Assist students in the development of their skills for learning.*
- 4. Develop students' understanding and recognition of when further learning is required and encourage independent learning.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Demonstrate an awareness of their learning and professional development needs through the use of their reflective portfolio.
- 2 Demonstrate literacy and basic computer skills.
- 3 Describe the value and purpose of evidence based practice and clinical governance.
- 4 Demonstrate information retrieval skills to locate appropriate evidence to underpin safe practice.
- 5 Identify the various types of knowledge that inform nursing practice.
- 6 Describe the stages of the research process.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

report	1	2	3	4	5	6
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## **Outline Syllabus**

*Study Skills (including effective reading, note taking, essay writing). Introduction to reflection, reflective models*

*Computer skills (ICT) record, enter, store, organise & retrieve data. Access evidence, including research use of searchable databases. Literature searching.*

*Focus on specific individual learning needs*

*Concept of Nursing Knowledge*

*What is evidence? Access and discuss research and other evidence. Searching for evidence, formulating a search, search strategies. Introduction to evaluation, tools for evaluation. Evidence and Clinical governance.*

*Research Process.*

## **Learning Activities**

Lead lectures

Tutorials and seminar presentations

Interactive web based learning/ Use of 'Blackboard'

Structured self directed learning

Reflective portfolio

Problem solving activities

Library activities/ on line searching/ Literature searching

Interrogation of databases

1. Formative assessment of literacy and ICT skills utilising problem solving activities and web based learning activities.
2. Diagnostic assessment of interrogating the databases, report of a search activity.
3. Diagnostic assessment of numeracy skills.

## References

<b>Course Material</b>	Book
<b>Author</b>	Aveyard H. & Sharp, P.
<b>Publishing Year</b>	2009
<b>Title</b>	A Beginners Guide to Evidence Based Practice in health and social care
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Open Univeristy Press
<b>ISBN</b>	978 033523603

<b>Course Material</b>	Book
<b>Author</b>	Timmins F.
<b>Publishing Year</b>	2008
<b>Title</b>	Making Sense of Portfolios
<b>Subtitle</b>	A guide for Nursing Students
<b>Edition</b>	
<b>Publisher</b>	Open University Press
<b>ISBN</b>	978 033522257

<b>Course Material</b>	Book
<b>Author</b>	Taylor, B
<b>Publishing Year</b>	2010
<b>Title</b>	Reflective Practice for Healthcare Professionals
<b>Subtitle</b>	
<b>Edition</b>	3rd Ed
<b>Publisher</b>	Open University Press
<b>ISBN</b>	978 033523835

<b>Course Material</b>	Book
<b>Author</b>	Hull, C., Redfern, L. & Shuttleworth, A.
<b>Publishing Year</b>	2005
<b>Title</b>	Profiles & Portfolios
<b>Subtitle</b>	A guide for Health and Social Care
<b>Edition</b>	2nd Ed
<b>Publisher</b>	Palgrave Macmillan

<b>ISBN</b>	978 1 4039 1509 2
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<b>Course Material</b>	Book
<b>Author</b>	Jones-Devitt, S. & Smith, L.
<b>Publishing Year</b>	2007
<b>Title</b>	Critical Thinking in Health and Social Care
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Sage Publications
<b>ISBN</b>	978 1 4129 2070 4

<b>Course Material</b>	Book
<b>Author</b>	Ellis, P.
<b>Publishing Year</b>	2010
<b>Title</b>	Understanding Research for Nursing Students
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Learning Matters
<b>ISBN</b>	978 1 84445 368 9

<b>Course Material</b>	Book
<b>Author</b>	Hutchfield, K.
<b>Publishing Year</b>	2010
<b>Title</b>	Information Skills for Nursing Students
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Learning Matters
<b>ISBN</b>	978 1 84445 381 8

<b>Course Material</b>	Book
<b>Author</b>	Ellis, P.
<b>Publishing Year</b>	2010
<b>Title</b>	Evidence-based Practice in Nursing
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Learning Matters
<b>ISBN</b>	978 1 84445 369 6

<b>Course Material</b>	Book
<b>Author</b>	Price, B. & Harrington, A.
<b>Publishing Year</b>	2010
<b>Title</b>	Critical Thinking and Writing for Nursing Students
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Learning Matters
<b>ISBN</b>	978 1 84445 366 5

<b>Course Material</b>	Website
<b>Author</b>	LJMU
<b>Publishing Year</b>	
<b>Title</b>	Harvard Reference Guide
<b>Subtitle</b>	<a href="http://www.ljmu.ac.uk/lea/LEA_Docs/HarvardReferencingQuickGuide.pdf">http://www.ljmu.ac.uk/lea/LEA_Docs/HarvardReferencingQuickGuide.pdf</a>
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Website
<b>Author</b>	LJMU
<b>Publishing Year</b>	
<b>Title</b>	Graduate Skills Development
<b>Subtitle</b>	<a href="http://www.ljmu.ac.uk/WoW/students/index.htm">http://www.ljmu.ac.uk/WoW/students/index.htm</a>
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Website
<b>Author</b>	LJMU
<b>Publishing Year</b>	
<b>Title</b>	Study Skills
<b>Subtitle</b>	<a href="http://www.studyskills.soton.ac.uk/">http://www.studyskills.soton.ac.uk/</a>
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

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## Notes

The module stretches over the whole year allowing students to develop knowledge and understanding at a pace that enables them to consolidate and develop. This module assessment strategy provides students with a cornerstone in their academic and professional development. This module provides the students with foundations for the development of skills for learning through life. The emphasis on the assessment process is to assist the student in new ways of knowing and helping them to foster a deep approach to learning and enquiry based skills utilising group work.