Evidence-Based Practice - 6KNI0319

Level: 6
Credits: 15

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This handbook must be read in conjunction with module information provided on KEATS, the King's E-Learning And Teaching Service. You will be given access to KEATS on enrolment. Important information relating to assessment and related regulations can be found in the Undergraduate Programme Handbook, available on KEATS and via the Nightingale Student Hub.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
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Module overview
This module can be taken on a freestanding basis or as part of a post-qualification undergraduate programme of study. The module contributes to your programme of study by developing the knowledge and skills required to provide evidence based care in your clinical setting.

Module aim
It is widely recognised that Evidence-Based Practice is key to delivering high-quality care and ensuring optimal outcomes for clients. This module aims to equip practitioners with the skills and knowledge required to ensure that they remain responsive to the ever-changing body of knowledge and scientific rational for clinical decisions in health and/or social care practice.

Through this module you will be introduced to the concepts of evidence-based practice (EBP), whilst lectures, seminars and practical sessions will enable you to develop the key skills related to EBP. You are required to identify an issue arising from your area of clinical practice and will be guided in developing this into a focused question. You will then be steered through the processes of finding evidence to answer your question. Having found appropriate research papers, you will develop critical appraisal skills in order to determine if evidence found can be implemented in clinical practice. Issues relating to the introduction of evidence into the clinical environment and strategies for managing change will be addressed.

Learning outcomes
On completion of the module you will:
- Be able to discuss critically the concept of evidence-based practice in healthcare
- Be able to evaluate the nature of evidence
- Have developed the skills to formulate a problem into an answerable form
- Be able to undertake a systematic search of the literature, specifically bibliographic databases
- Be able to critically appraise research evidence
- Be able to critically discuss the skills required to implement evidence in practice

Teaching arrangements
A variety of teaching strategies are used in the delivery of the module including lectures, seminars, group work, student-led discussions, practical sessions and tutorials. Teaching is supported by electronic resources. As an adult learner it is expected that you will use opportunities to build on your experience as a qualified healthcare professional.
Submitting coursework
For this module you are assessed by essay with a word limit of 2,000-words. The essay takes the form of a research review.

Assessment criteria
For detail assessment guidelines please access the relevant Assignment Guidelines file provided in the KEATS site.

All parts of the assessment must be completed and submitted by the date(s) below. Failure to submit the assignment will result in a fail grade being awarded.

Please read carefully the information in the Post-Qualification Undergraduate Programme Handbook regarding assignments/examinations.

The marking criteria by which your work is judged are provided in full in the module’s KEATS site.

Formative assessment
During the module you will be asked to complete a Formative Assessment Form relevant to your clinical question. The form will cover the areas of PICO analysis and clinical question development, your facet analysis and search plan, which databases you have searched/will search and the quality of findings in these database. Detail information for the formative assessment is provided on the KEATS module page. You are encouraged to complete and submit this form in order to receive relevant feedback from the teaching team.

Summative assessment
The assessment will be in the form of a 2,000-word research review. The first part (approx. 700 words) should outline the strategy for exploring an area of interest relevant to your place of work. The following section (approx. 1000 words) should critically appraise one of the research articles gleaned from a search of bibliographic databases. The final section (approx. 300 words) should provide a brief plan for applying relevant evidence in your clinical area. For more detail assignment guidelines please access the relevant Assignment Guidelines file provided in the KEATS site.

Coursework submission are provided on the modules KEATS site. It is essential that you use your candidate number on all assignments/examinations. Your candidate number, which will begin with Z for the academic year 2018/19, will be available via Student Records on the King’s Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline please refer to the information in your programme handbook on “mitigating circumstances”. If you require further support in these circumstances you are advised to contact KCLSU.

Submission date for coursework: Tuesday 8 January 2019 by 11.59 am (midday).

Late submissions will be accepted for 24 hours following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is a hard copy please ensure you date stamp it and submit it to the submission room G15 James Clerk Maxwell Building. If your assignment is submitted electronically through TurnItIn, information about how to submit late will be provided on KEATS module sites under assessment information. Please label the file with your candidate number and double-check you have submitted the correct file.
The external examiner for this module is **Dr Karen Staniland**. *Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.*

The university and its Examination Boards in the ten Faculties (Institutes/Schools, King's Learning Institute and the Association of King's College (AKC), work with over 500 external examiners to ensure the quality and standard of our taught awards. Find the latest report on the [External Examiners Report](#) page, navigate to the Faculty's section.

**Results and resubmissions for coursework**

Students will receive a provisional (unratified) mark for their coursework **4 weeks following submission**. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard copy submission you can collect your coursework and feedback from the Nightingale Student Hub.

To collect a hard copy assignment, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Nightingale Student Hub ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via [Student Records](#) on the King’s Intranet, the Monday following the relevant examination board.

The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance or please use [King’s Libguides site](#).

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard!

If you do not understand your mark or the feedback you receive please contact **the module leader**.

If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt. This will enable the module leader to provide you with an appropriate level of support as you prepare to resubmit your work.
Learning resources

Session 1: Learning outcomes & indicative reading

Lecture: Introduction to Evidence Based Practice
The lecture aims to provide an overview of EBP and its importance in today's healthcare environment. By the end of the first lecture you will be able to:

- Appreciate the context and scope of evidence-based healthcare
- Understand what is evidence-based practice and why is important
- Briefly explain each of the five steps that make up the evidence-based practice process

Lecture: Asking Answerable Questions?
This lecture introduces the notion that different situations give rise to different types of questions. The need to ask questions in a particular format will be argued and the rationale for analysing facets of a question will be presented. At the end of lecture 2 you will be able to:

- Consider the type of clinical information needs that can be answered through evidence based practice
- Convert information needs into a well-structured, focus and answerable clinical questions using the PICO format

Seminar: Formulating your Clinical Question
During this seminar, using concepts introduced in the lecture, you will work with other course members to develop your clinical problem into an ‘answerable’ question.

- Identification and description of a clinical problem you are experiencing in your area of practice
- By the end of the session you should be able to formulate your clinical problem into an answerable question.

Reading Material:


Session 2: Learning outcomes & indicative reading

Lecture: How to Locate Evidence?
Databases have a unique language and this lecture will explore how databases can be used effectively in order to retrieve the evidence sought.

At the end of the session you will:
- Understand the need for developing a search plan
- Describe the nature of bibliographic databases
- Know how to search for evidence using discipline specific databases.

Seminar: Developing a Facet Analysis & Search Strategy
During this seminar, using concepts introduced in the lecture, you will work with other course members to develop your search strategy.

At the end of the session you will:
- Identify which databases will likely have an answer for your topic area
- Develop a comprehensive search strategy for your clinical question
- Apply different search tools

Reading Material:

OR
Greenhalgh T. (Op. Cit) – Chapter 2
Session 3: Learning outcomes & indicative reading

Self-directed Learning: Formative Assessment

Please complete the online formative assessment form, provided in KEATS site, in order to receive relevant feedback on the work you have currently undertook through the module. On the module e-learning site you will find relevant guidelines and resources to help you complete your formative form. The form is based on work you have completed during the previous two sessions. The formative assessment is not marked. The purpose of this is to help you gain additional ideas and suggestions on your work and enhance your understanding of EBP concepts and skills development.

Please submit your completed form to the module leader online. The module leader will provide relevant feedback on the areas covered in the online formative form. Please note that there is a specified deadline that you need to submit your formative assessment. This deadline is provided in the module’s KEATS site.

Reading Material:
On the module e-learning site you will find a set of activities aiming to help you revise your skills in asking focused clinical questions and developing a facet analysis. Please revise the material from sessions 1 and 2 and complete the activities accordingly. Building from sessions 1 and 2, and relevant reading you will be able to complete your formative form for further individualised feedback on your work.
Session 4: Learning outcomes & indicative reading

Self-directed Learning: Searching the Databases

On the module e-learning site you will find a set of resources, demonstrations and activities aiming to help you familiarise yourself with electronic databases and how to develop and apply relevant searches. An e-learning module workbook has been developed to take you through the main steps of finding research evidence through databases searches. Please use the resources available on the e-learning site to develop your knowledge and skills.

By the end of these self-directed activities you should be able to:
- Familiarise yourself with electronic databases
- Access the databases appropriate for healthcare
- Understand how to conduct a systematic database search using appropriate search tools
- Identify, save and print relevant articles and search strategy

Reading Material:
Useful workbooks and guides for KCL students available on KEATS:
- Key databases for healthcare
- Key databases for nursing and midwifery
- 8 step guide to OvidSP databases
- CINAHL workbook
Session 5: Learning outcomes & indicative reading

Practical: Finding Relevant Evidence to Answer your Clinical Question
In this session you will embark with a database search to access evidence related to your own clinical question. Academic staff will be available, during the interrogating databases practical session, to provide help and guidance.

By the end of the session you will be able to:
- Start identifying evidence related to your own clinical question
- Build your confidence in database searching.

Lecture: Research Evidence
During this session you will be introduced to the main designs and features of qualitative and quantitative research approaches and their contribution to evidence based practice.

At the end of the session you will be able to:
- Define the relationship between evidence-based practice and research
- Recognise and evaluate the different types of research and the various research methods employed in healthcare.

Lecture: Assignment Guidelines
This lecture will provide you with detailed insight into the assignment and marking process for the module.

At the end of the session you will:
- Understand the expectations of the summative assessment of the module
- Be able to accurately interpret the assignment guidelines

Reading Material:

OR


Session 6: Learning outcomes & indicative reading

Self-directed Learning: Introduction to Critical Appraisal

Critical appraisal is the process of assessing and interpreting evidence by systematically considering its validity, results and relevance to a particular work area. On the module e-learning site you will find a set of resources and activities aiming to introduce you to the main principle of critical appraisal in preparation for Session 7.

Please use the resources available on the e-learning site and read the two relevant papers before session 7. These two papers will form the discussions and work you will be undertaking during the seminar.

By the end of these self-directed activities you should be able to:

- Understand the importance of critical appraisal
- Familiarise yourself with critical appraisal process
- Explore the main principles of critical appraisal
Session 7: Learning outcomes & indicative reading

Critical appraisal is the process of assessing and interpreting evidence by systematically considering its validity, results and relevance to a particular work area.

At the end of this session you will be able to:
- Discuss the importance of critical appraisal
- Expound the principles of critical appraisal in relation to quantitative and qualitative studies
- Understand the basic principles of numerical data interpretation

Lecture: When and How Research Evidence Should Inform Practice?
Having found an answer to a clinical question it is important to implement any changes to practice that might need to be made in the light of the evidence found. At the end of this session you will be able to:
- Discuss key concepts in relation to implementation of change in practice
- Discuss the merits of various different models of change theory

Seminar: Critical Appraisal Workshop & Implementing Change in Practice Using Change Management Theories
Following the lecture you will work with your peers and group leader to critically appraise a qualitative and a quantitative paper using appropriate critical appraisal checklists. You will find links to these resources on the e-learning site.

By the end of the session you will consider and discuss the issues to be addressed in your own clinical area in terms of introducing a change in practice.

Reading Material:

Craig & Smyth (Op Cit) - Chapters 4, 5 and 9

OR

Greenhalgh (Op. Cit) – Chapters 4-15


Session 8 – Learning outcomes & indicative reading

E-learning: Online Self-directed Study “Summative Assessment Preparation”
On the module e-learning site you will find relevant guidelines and information about assignment preparation and submission. Building on the feedback provided from your group leader and your colleagues during your formative presentation you should use this time to familiarise yourself with the assignment’s submission requirements and continue with your assignment work.

Session 9 – Learning outcomes & indicative reading

Seminar: Critical Appraisal & Assignment Surgery
During this seminar you will have the opportunity to discuss the critical appraisal worksheet with other course members and clarify any methodological question you may have about your selected paper. Please note that you will need to complete the relevant critical appraisal worksheet in advance to be able to make the most of this surgery. You will also have the opportunity to ask any particular questions you may have for your assignment or any specific elements you need clarification before submission.

Lecture: Faculty Submission & Assessment Policies
In preparation for your summative assignment submission the aim of this session is to provide some insights into important regulations and policies about Assessments, Online Submissions, Referencing and Plagiarism. More practical guidelines in terms of using the TurnItIn online submission system will also be discussed.

Module End & Evaluation
During this session you will have the opportunity to evaluate your learning and provide feedback for the course.
Module evaluation
As part of the university’s Student Voice Strategy, King’s uses an electronic module evaluation system known as EvaSys. This provides an opportunity for you to feedback on different aspects of the module through a series of pre-set questions and qualitative comments. At the end of the module you will receive an automated invitation via your KCL email account to complete your evaluation online. Please take the time to complete as your feedback is important. It informs ongoing developments to individual modules to ensure that the learning needs and expectations of the Faculty’s student community are met to a high standard. To strengthen the feedback cycle, a report summarizing the quantitative results for the module as a whole and the module lead’s reflections on your feedback will be sent to you after the online evaluation survey has closed.

Actions from previous evaluation
No actions.
# Timetable

Please check the most up-to-date module on KEATS.

<table>
<thead>
<tr>
<th>Date</th>
<th>Teaching mode</th>
<th>Type of Sessions</th>
<th>Title</th>
<th>Time</th>
<th>Room*</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1: 2 October 2018</strong></td>
<td>University Based</td>
<td>Lecture</td>
<td>Introduction to evidence based healthcare/practice.</td>
<td>10:00-11:00</td>
<td>FWB 3.52</td>
<td>Yan-Shing Chang</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Asking answerable questions.</td>
<td>11:30-13:00</td>
<td></td>
<td>Sarah Curr</td>
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<tr>
<td></td>
<td></td>
<td>Seminar</td>
<td>Developing your clinical question.</td>
<td>14:00-16:00</td>
<td>FWB 1.20 (Group A) FWB 2.41 (Group B) FWB 2.43 (Group C)</td>
<td>Mary Leamy Jocelyn Cornish Yan-Shing Chang</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td>Online based</td>
<td>E-learning activity</td>
<td>Formulating your final clinical question</td>
<td>Online</td>
<td></td>
<td>Self-directed</td>
</tr>
<tr>
<td><strong>Day 3: 16 Oct 2018</strong></td>
<td>University Based</td>
<td>Lecture</td>
<td>How to locate evidence?</td>
<td>10:00-13:00</td>
<td>FWB 3.52</td>
<td>Sarah Curr</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Developing a search strategy.</td>
<td>14:00-17:00</td>
<td>FWB 1.20 (Group A) FWB 2.41 (Group B) FWB 2.43 (Group C)</td>
<td>Mary Leamy Jocelyn Cornish Yan-Shing Chang</td>
</tr>
<tr>
<td>Day</td>
<td>Type</td>
<td>Activity</td>
<td>Details</td>
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<td>Day 4</td>
<td>Online Based</td>
<td>E-learning activity</td>
<td>Submit formative assessment for feedback by <strong>26 October 2018</strong></td>
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<td>Self-directed</td>
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<tr>
<td>Day 5</td>
<td>Online Based</td>
<td>E-learning activity</td>
<td>Searching the databases</td>
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<td>Self-directed</td>
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<tr>
<td>Day 6</td>
<td>University Based</td>
<td>Practical</td>
<td>Finding the Evidence.</td>
<td>10:00-13:00</td>
<td>FWB 1.67</td>
<td>Yan-Shing Chang</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Assignment guidelines.</td>
<td>14:00-15:00</td>
<td></td>
<td>Jocelyn Cornish</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Types of evidence: qualitative and quantitative research.</td>
<td>15:00-17:00</td>
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<td>Mary Leamy</td>
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<tr>
<td>Day 7</td>
<td>University Based</td>
<td>Lecture</td>
<td>Critical appraisal: Making sense of qualitative and quantitative research evidence.</td>
<td>10:00-12:00</td>
<td>FWB 3.52</td>
<td>Mary Leamy</td>
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<td></td>
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<td></td>
<td>When and how research evidence should inform practice?</td>
<td>12:00-13:00</td>
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<td>Jocelyn Cornish</td>
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<tr>
<td></td>
<td></td>
<td>Seminar</td>
<td>Critical appraisal and implementing evidence in practice workshops.</td>
<td>14:00-17:00</td>
<td>FWB 1.20</td>
<td>Yan-Shing Chang</td>
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<td>(Group C)</td>
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<tr>
<td>Day 8</td>
<td>Online Based</td>
<td>E-learning activity</td>
<td>Critical appraisal and preparation for formative assessment</td>
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<td>Self-directed</td>
</tr>
<tr>
<td>Day 9: 27 Nov 2018</td>
<td>University Based</td>
<td>Tutorials</td>
<td>Critical appraisal and assignment surgery.</td>
<td>10:00-13:00</td>
<td>Jocelyn Cornish / Mary Leamy / Sarah Curr</td>
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<tr>
<td></td>
<td>Lecture</td>
<td>Module consolidation and review, Summative Assessment Q&amp;A Session, Plagiarism information and using TurnItIn.</td>
<td>14:00-17:00</td>
<td>FWB 1.67</td>
<td>Jocelyn Cornish</td>
<td></td>
</tr>
</tbody>
</table>

**Room key location:**

JCMB: James Clerk Maxwell Building – Waterloo Campus
FWB: Franklin-Wilkins Building – Waterloo Campus
WBW: Waterloo Bridge Wing – Waterloo Campus