

Liverpool John Moores University

Title: EVIDENCE-BASED PRACTICE
Status: Definitive
Code: **5005PPARA** (106956)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
John Ambrose	Y

Academic Level: FHEQ5
Credit Value: 10.00
Total Delivered Hours: 20.00
Total Learning Hours: 100
Private Study: 80

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	19.000
Tutorial	1.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	2000 word analysis of the process that you undertake during a literature search and critical appraisal .	100.0	

Aims

For students to appreciate the value of evidence-based for the development of health care practice.

Learning Outcomes

ISBN	
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Course Material	Book
Author	Melnyk
Publishing Year	2005
Title	Evidence based practice in nursing and healthcare:
Subtitle	a guide to best practice.
Edition	
Publisher	Lippincott
ISBN	978-0781744775

Notes

This module develops the research understanding that students will have acquired from Research methods. It will consider how the paramedic profession is both a producer and consumer of research.

Evidence-based practice is becoming a real force in a rapidly growing number of organisations and public services. Even traditional organisations like the police have a growing body of evidence-based practitioners and functions to support the promotion and embedding of evidence-based practice as well as the development of skills and expertise and allocating resources to EBP. Essentially evidence-based practice is about improving our decision-making by using clear, well-researched and evidenced justifications for why we do things in certain ways, with the ultimate goal of delivering continual improvements/innovations, learning and excellence in our organisation or business. Her clinical and research focus includes evidence-based practice, policies and procedures, and standardization of best practices across systems of care. *Journal of Infusion Nursing*: May/June 2011 - Volume 34 - Issue 3 - p 174-178. doi: 10.1097/NAN.0b013e3182134f44. Through research and evidence-based practice, all nurses can be leaders in promoting quality and safe care. © Copyright 2011 by the Infusion Nurses Society. Source. *Understanding Research and Evidence-Based Practice: From Knowledge Generation to Translation*. *Journal of Infusion Nursing*34(3):174-178, May/June 2011. Full-Size. Start studying Chapter 3 - Understanding Evidence-Based Practice. Learn vocabulary, terms and more with flashcards, games and other study tools. 1. a need for developing skills in researching and appraising the research 2. limited amount of time in practice to master such skill 3. scarce resources to access evidence. Limitations unique to the practice of EBM 1. a need for developing ____ in researching and appraising the research 2. limited amount of ____ in practice to master such skill 3. scarce ____ to access evidence. 1. selecting a topic 2. asking a clinical question 3. forming a team. Initial steps associated with guiding the process of EBP. Evidence-based practice (EBP) is the idea that occupational practices ought to be based on scientific evidence. That at first sight may seem to be obviously desirable, but the proposal has been controversial. Evidence-based practices have been gaining ground since the formal introduction of evidence-based medicine in 1992 and have spread to the allied health professions, education, management, law, public policy, and other fields. In light of studies showing problems in scientific research (such as