

Module Specification

Module Summary Information

1	Module Title	Application of Research and Evidence-Based Practice
2	Module Credits	40
3	Module Level	6
4	Module Code	SPR6040

5	Module Overview
<p><i>Evidence-Based Medicine</i> (EBM) or, more broadly, <i>Evidence Based Practice</i> (EBP) is “the integration of best research evidence with clinical expertise and patient values” (Strauss et al 2010:1). Regulatory and professional bodies have long recognised, and increasingly emphasise, that EBP is an important goal in all health professions, including speech and language therapy.</p> <p>This module makes an important contribution to preparing you for EBP; it also enhances the skills you need to draw on in contributing to clinical audits. You will develop and learn to independently apply the knowledge of research and evidence-based practice that you acquire at Levels 4 and 5 of the programme in the <i>Foundations of Professional Practice</i> and <i>Research and Evidence Based Practice</i> (REBP) modules. You will do this by constructing a research proposal, in which you formulate an SLT practice-related research question, critically evaluate the relevant academic literature, and design a study to address the research question that is both methodologically sound and ethically appropriate. The importance of EBP is stressed in the programme philosophy and aims, specifically in programme aim 1, ‘<i>pursuing excellence</i>’; and programme aim 5, ‘<i>internationalisation</i>’, which recognises the global nature of health research. The crucial role of EBP is implicit in programme aims 2, ‘<i>practice-led, knowledge-applied</i>’ and 4, ‘<i>employability-driven</i>’.</p> <p>As hinted above, the UK professional and regulatory bodies for speech and language therapy stress the importance of EBP and the skills taught in this module more broadly. Thus, the module helps the SLT programme to meet the <i>Health and Care Professions Council (HCPC) Standards of Proficiency</i> for Speech and Language Therapists. These stress the need for therapists to be able to evaluate the evidence base, and to evolve their practice accordingly. They also highlight the need for therapists to have a grounding in the scientific principles that underpin the gathering of data in research contexts and to understand how data should be analysed (SOPs 12.1, 12.2, 12.6, 12.7, 13.2, 14.1, 14.9-15).</p> <p>Similarly, the AREBP module also helps the SLT programme to meet the <i>QAA Benchmarks for Speech and Language Therapy</i> (last updated 2001), which emphasise need for clinicians to be able to evaluate research and use it in practice (e.g., benchmarks A4, B4, C1). Furthermore, the module is consistent with the <i>Royal College of Speech and Language Therapy (RCSLT) Guidelines for pre-registration speech and language therapy courses in the UK</i> (2011; section 2 – research methods) and the <i>RCSLT Research Strategy</i> (2009).</p> <p>Your learning in this module will be guided through a series of 2 hour group tutorials. You will be divided into groups and allocated a tutor based on your dissertation topic, and this tutor will lead all your tutorials. You will receive additional support through group discussion forums on Moodle.</p>	

6	Indicative Content
<p>This is the undergraduate dissertation module of the BSc (Hons) Speech and Language Therapy. Students will independently produce a 6,000 word research proposal, in which they will need to:</p> <ul style="list-style-type: none"> • identify an appropriate Speech and Language Therapy practice-related research question 	

- understand how the implementation of a particular research question would/might be of benefit to Speech and Language Therapy practice/clients
- evaluate published evidence relevant to a research question
- select a research design appropriate to a research question
- discuss the ethical issues surrounding the research question/design

Students taking this module will be supported through a series of group tutorials and by Moodle discussion forums. They will be asked to present an earlier version of their work to their group tutor and peers and will receive written feedback on their presentation well before they submit their research proposal.

7		Module Learning Outcomes
On successful completion of the module, students will be able to:		
	1	Formulate a research question that can be justified with reference to SLT clinical practice and the existing evidence.
	2	Critically evaluate the academic literature relevant to a research question.
	3	Design a study that addresses a research question in a methodologically appropriate manner.
	4	Apply the principles of research ethics in the design of a study.

8		Module Assessment		
Learning Outcome				
		Coursework	Exam	In-Person
1 – 4		x		

9		Breakdown Learning and Teaching Activities
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	26 hours (of which 24 hours are group tutorials)	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	0	
Private Study (PS) includes preparation for exams	374	
Total Study Hours:	400	