

Module Details	
Module Title	Evidence-based Dementia Practice
Module Code	DEM7023-C
Academic Year	2023/4
Credits	30
School	Centre for Applied Dementia Studies
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Online Tutorials (Synchronous)	39
Directed Study	261

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Semester 1

Module Aims
<p>This module will enable you to -</p> <ol style="list-style-type: none"> 1. Independently source, critically appraise and evaluate evidence (research, clinical, direct experience) in relation to dementia practice. 2. Synthesise a range of evidence to develop an informed critical understanding of a selected area of dementia practice. 3. Forefront the value of service user input, multidisciplinary working, inclusion and diversity in interpreting the value of evidence. 4. Communicate findings and recommendations for practice change and future research based on a review of evidence.

Outline Syllabus
<p>Critically appraise the concept of evidence-based practice. Critical appreciation of a range of evidence in relation to dementia care practice. Conduct a literature search. Evaluation of evidence according to a range of parameters including academic integrity, methodological approaches and inclusion of direct sources i.e. service user experience, stakeholders. Synthesise a range of evidence in understanding an aspect of dementia care practice. Present a critical enquiry in relation to an area of dementia practice, including considerations of service user input, inclusion and diversity. Communicate findings generated from evidence appraisal to make recommendations for practice development and future research.</p>

Learning Outcomes	
Outcome Number	Description
01	Critically examine concepts and theories underpinning evidence-based dementia practice.
02	Independently source and critically examine a range of evidence using a variety of strategies in relation to a specified area of dementia care.
03	Demonstrate advanced awareness of inclusion and diversity and the importance of valuing the service user voice as a source of evidence.
04	Synthesise different sources of evidence to inform practice.
05	Independently conduct a critical enquiry of an area of dementia practice.
06	Develop a complex written account of the enquiry.
07	Creatively communicate findings and recommendations for practice and research development to a specified audience.
08	Work and learn independently.

Learning, Teaching and Assessment Strategy
<p>In order to take this module you will need regular and ongoing contact with people living with dementia in a paid or voluntary position. This must be in place before you start the module.</p> <p>All learning outcomes for the module are addressed through a combination of activities: independent completion of tasks and activities provided in the module study guide, practice based work, reviewing online resources (such as selected reading, video and audio files), and online group based discussions using Canvas as the virtual learning platform. This will help to consolidate learning and provide opportunities for discussion and peer support and interaction. Guided self-directed study is supported by a bespoke distance learning study guide and reading materials.</p> <p>In line with the University's research-informed teaching strategy the module is both research-focused, drawing on inquiry into the existing evidence-base for effective clinical practice, and is research-informed by research active staff within the Centre for Applied Dementia Studies.</p> <p>The module consists of 300 hours study. Students are expected to spend:</p> <ul style="list-style-type: none"> - 261 hours in self-study. - 39 hours in eleven formative scheduled learning activities, including six facilitated discussion groups, three 1-hour online tutorials and two formative assignments (one optional). <p>Engagement in scheduled learning activities is compulsory and attendance is monitored. Feedback is provided for activities: written/audio peer and/or tutor feedback on the six discussion groups, oral feedback during online tutorials, and written developmental tutor and/or peer feedback on formative assignments. While there is not a specific formative assessment activity led by tutors to support the development of presentation skills, you are encouraged practice as a group and give each other feedback.</p> <p>The summative assessment consists of two parts - Summative Assessment 1 is a 3,000 word critical commentary of the evidence in relation to one area of dementia practice (LO 1-6 and 8) and Summative assessment 2 is an online oral presentation of findings and recommendations for practice and research development (LO 4, 5, 7, 8).</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	Summative Assessment 1: Critical review of evidence.	60%
Summative	Presentation	Summative Assessment 2: Presentation of findings and recommendations for practice and research development.	40%
Formative	Coursework - Written	DRAFT: Summative Assessment 1: Critical review of evidence (optional)	N/A

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.

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