

## 1. OVERVIEW

<b>Subject area</b>	Evidence-based Practice
<b>Degree</b>	Nursing
<b>School/Faculty</b>	Biomedical and Health Sciences
<b>Year</b>	1st
<b>ECTS</b>	6 ECTS
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On campus
<b>Semester</b>	Second

## 2. INTRODUCTION

The subject area “Evidence-based Practice” provides students with the opportunity to handle concepts of the methodology used for quantitative and qualitative research, as well as to work on their skills in research and critical review of scientific literature.

At the end of this subject area, students will have the foundations needed to carry out the rest of their education based on available scientific evidence, and will later be able to apply this in their professional practice.

## 3. SKILLS AND LEARNING OUTCOMES

### Basic skills (CB, by the acronym in Spanish):

- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

### Cross-curricular skills (CT, by the acronym in Spanish):

- CT2. Manage information, resources and technologies independently to achieve your learning objectives.
- CT6. Identify new opportunities and resistance to change from yourself and others.
- CT14. Identify patterns from information and understand the big picture, ensuring you use the best practices and analyse quantitative and qualitative data.

### Specific skills (CE, by the acronym in Spanish):

- CE6. Apply healthcare information and communications technology and systems.
- CE15. Analyse statistical data from population-based studies, identifying possible causes of health problems and implement the methods and procedures required to identify the most significant health problems within a community.

**General skills (CG, by the acronym in Spanish)**

- CG6. Base nursing interventions on scientific evidence and available resources.
- CG14. Establish assessment mechanisms, taking into account scientific and technical aspects and quality considerations.
- CG16. Learn about health information systems.

**General European skills (CUE, by the acronym in Spanish)**

- CUE6: Ensure quality nursing care and evaluate it independently.
- CUE8: Assess the quality of care and improve your own professional practice as a general care nurse.

**Learning outcomes (RA, by the acronym in Spanish):**

- RA1. Identify the main concepts of quantitative research (including statistics) in health sciences.
- RA2. Identify the main concepts of qualitative research in health sciences.
- RA3. Use sources of social and healthcare information to search and find scientific information
- RA4. Summarise the information available in scientific documents, with emphasis on aspects of methodology.
- RA5. Analyse information obtained following a literature search.
- RA6. Interpret the quality and applicability of evidence available from sources of social and healthcare information.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB3, CUE8, CG14, CE15	RA1. Identify the main concepts of quantitative research (including statistics) in health sciences.
CB3, CUE8, CG14, CE15	RA2. Identify the main concepts of qualitative research in health sciences.
CB3, CG16, CT2, CUE6, CE6	RA3. Use sources of social and healthcare information to search and find scientific information
CB3, CB4, CT14	RA4. Summarise the information available in scientific documents, with emphasis on aspects of methodology.
CB3, CUE6, CT14	RA5. Analyse information obtained following a literature search.
CB3, CB4, CUE6, CG6, CT6	RA6. Interpret the quality and applicability of evidence available from sources of social and healthcare information.

## 4. CONTENTS

The subject area is organised into seven learning units:

- Unit 1: Introduction to scientific research. Research paradigms.
- Unit 2: The basis of quantitative research. Foundations and general aspects of statistics applied to health.
- Unit 3: The basis of qualitative research.
- Unit 4: Critical reading and interpretation of research study results.
- Unit 5: Managing sources of information (1). Systematic literature review.
- Unit 6: Managing sources of information (2). The use of scientific evidence in nursing.
- Unit 7: Artificial intelligence in healthcare.

## 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture
- Collaborative learning
- Reflective learning

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

**On campus:**

Learning activity	Number of hours
Lectures	31 h
Asynchronous lectures	10 h
Reports and written work	7 h
Group tutorials	2 h
Debates and discussions	8 h
Searching resources and choosing information sources	30 h
Essays, text commentaries and critical text analysis	10 h
On-campus knowledge test	2 h
Independent working	50 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

**On campus:**

Assessment system	Weighting
<b>Activity 1. Mini knowledge tests, asynchronous classes (1.a. 1.b.)</b> (2.5% each one) (individual; optional)	5%
<b>Activity 2. On-campus knowledge test</b> (individual; compulsory)	40%
<b>Activity 3. Learning portfolio: critical reading</b> (group; compulsory)	10%
<b>Activity 4. Learning portfolio: Literature search 1</b> (individual, compulsory)	10%
<b>Activity 5. Learning portfolio: Literature search 2 Resolving clinical queries by means of literature search and analysis of scientific information.</b> (group; compulsory)	30%

<b>Activity 6. Learning portfolio: Artificial intelligence and health</b> (individual; optional)	2.5%
<b>Activity 7. Learning portfolio: Reflection: Interview with an expert nurse</b> (individual; optional)	2.5%

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

## 8. BIBLIOGRAPHY

There is no single reference for following this subject area. The recommended bibliography is indicated below:

- Álvarez Cáceres, R. (2007) Estadística aplicada a las Ciencias de la Salud. Madrid: Díaz de Santos.
- Creswell, J.W. (2007) Qualitative inquiry & Research design: Choosing among five approaches. Thousand Oaks: Sage.
- Fernández-Lasquetty, B. (2013). Introducción a la Investigación en Enfermería. Madrid: DAE. (Acceso online desde biblioteca CRAI Dulce Chacón: Enferteca: Contenidos: Colección manuales de enfermería)
- Gerrish, K. Lacey, A. (2008) Investigación en Enfermería. Madrid: McGraw-Hill / Interamericana de España
- Hernández-Aguado, I., Gil de Miguel, A., Delgado Rodríguez, M., et al. (2011) Manual de Epidemiología y Salud Pública para grados en Ciencias de la Salud. 2ª ed: Panamericana.
- Martínez González, M.A., Sánchez-Villegas, A., Toledo Atucha, E.A., Faulin, J. (editor). (2009) Bioestadística Amigable. 3ª ed. Madrid: Díaz de Santos.
- Orts Cortés, M.I. (2021) Práctica basada en evidencia. 2ª ed. Amsterdam: Elsevier.
- Serrano Gallardo, P. (2019). Trabajo Fin de Grado en Ciencias de la Salud. Madrid: Difusión Avances de Enfermería (DAE). (Acceso online desde biblioteca CRAI Dulce Chacón: Enferteca: Contenidos)

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- Gómez Sánchez, A.F., Escudero Gómez, C., Serrano Gallardo, P. (2016) MEDLINE-PubMED: la puerta de acceso al conocimiento en Ciencias de la Salud. Metas Enfermería, 19(5), 49-53.
- Gómez Sánchez, A.F., Manso Perea, C. (2016) CINAHL como recurso imprescindible para los profesionales de Enfermería y disciplinas afines. Metas Enfermería, 19(6), 28-32.
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- Serrano Gallardo, P., Bojo Canales, C., Gómez Sánchez, A.F. (2016) La revisión bibliográfica: primera etapa en la actividad científica. Metas Enfermería, 19(4), 23-27.