Module Details

Module Code:	EDUC N7015
Full Title:	Introducing Evidence-Based Practice in Early Childhood APPROVED
Valid From::	Semester 1 - 2019/20 (June 2019)
Language of Instruction:	English
Duration:	1 Semester
Credits::	5
Module Owner::	Myles Hackett
Departments:	Unknown
Module Description:	Early childhood professionals are expected to provide programmes that are based on the best available evidence. This module introduces early childhood professionals to the concept of Evidence Based Practice. Students develop skills in appraising the best available national and international evidence that can be used to improve practice outcomes.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Demonstrate an understanding of Evidence Based Practice and explain the relevance of Evidence Based Practice to the field of early childhood studies.
MLO2	Discuss the process of Evidence Based Practice
MLO3	Identify, review and appraise appropriate evidence from the literature on an identified Early Childhood Studies issue.
MLO4	Propose recommendations for change relating to Early Childhood Studies issue after engaging in the evidence based practice process.
MLO5	Explain the barriers and facilitators to Evidence Based Practice.

Pre-requisite learning
Module Recommendations   *This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).*
No recommendations listed

Module Indicative Content
Evidence Based Practice defined Definition of Evidence-Based Practice (EBP). Relevance of EBP to the field of early childhood studies. Process of EBP. Impact of EBP in guiding quality practice.
Engaging in the process of Evidence Based Practice Identifying practice problems and formulating questions. Sourcing and accessing evidence in the literature. What counts as evidence, levels/hierarchy of evidence? Critical appraisal skills, Critical thinking, Evaluative skills, Interpreting research findings, rating evidence, Evaluating Evidence Based Practice initiatives.
Change in Practice Applying research knowledge. Implementing research findings in practice. Suggesting implications of research finding on practice.
Communication Structure of academic research papers. Communicating own evaluations of literature effectively. Annotated bibliography.
Barriers and Facilitators Exploring the barriers and facilitators to implementing Evidence in Practice in the service.

Module Assessment

Assessment Breakdown	%
Course Work	100.00%

Module Special Regulation

Assessments

Part Time On Campus

Course Work			
Assessment Type	Reflective Journal	**% of Total Mark**	30
Marks Out Of	0	**Pass Mark**	0
Timing	n/a	**Learning Outcome**	1,2,5
Duration in minutes	0		
Assessment Description Engage in a series of reflective practice entries that are linked with modules from AECS Programme. This will include a cyclical process and also peer review reflection			
Assessment Type	Other	**% of Total Mark**	70
Marks Out Of	0	**Pass Mark**	0
Timing	End-of-Semester	**Learning Outcome**	2,3,4
Duration in minutes	0		
Assessment Description Students will identify an issue of relevance/practice of interest in their own work. They will conduct a literature search around this and present key sources in the form of an annotated bibliography. They will then draw on these to make practical recommendations to address the issue.			

No Project

No Practical

No Final Examination

Reassessment Requirement
No repeat examination *Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.*
Reassessment Description There will be an opportunity to repeat the project.

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

Workload Type	Contact Type	Workload Description	Frequency	Average Weekly Learner Workload	Hours
Lecture	Contact	No Description	Every Week	1.00	1
Practical	Contact	workshop	Once per semester	0.20	3
Directed Reading	Non Contact	No Description	Every Week	2.50	2.5
Independent Study	Non Contact	No Description	Every Week	5.00	5
				Total Weekly Learner Workload	8.70
				Total Weekly Contact Hours	1.20

Module Resources

Recommended Book Resources

Buysse, V. And Wesley, P. (Eds). (2006), Evidence-Based Practice in the Early Childhood Field, Zero to Three, Washington.

Greig, A.D., Taylor, J. And MacKay, T. (2012),) Doing Research with Children: A Practical Guide, 3rd.ed. SAGE Publications Ltd, London.

Supplementary Book Resources

Bick, D. And graham, I.D. (Eds). (2010), Evaluating the Impact of Implementing Evidence-Based Practice, Wiley-Blackwell, Chichester.

Clifford, C., and Clark, J. E. (eds). (2004), Getting Research into Practice. A Health Care Approach, Churchill Livingstone, London.

Hack. L and Gwyer, J.. (2013), Evidence into Practice: Integrating Judgment, Values, and Research, F.A. Davis Company, Philadelphia.

Hall, H.R. and Roussel, L.A.. (2012), Evidence-Based Practice, MA Jones & Bartlett Learning, Burlington.

Hammer, S. and Collinson, G.. (2005), Achieving Evidence-Based Practice: A Handbook for Practitioners, 2nd. Bailliere Tindall, Oxford.

Hart, C.. (2001), Doing a Literature Search: A comprehensive guide for sciences, Sage Publications, London.

Holmes. G.R.. (2011), Doing Your Early Years Research Project: A Step by Step Guide, 2nd.ed.. SAGE Publications Ltd, London.

This module does not have any article/paper resources

Other Resources

Website,
 https://secure2.convio.net/zttcfn/site/E commerce?store_id=1121

Website,
 http://ebp.lib.uic.edu/

Website,
 http://www.columbia.edu/cu/musher/Websit e/Website/EBP_OnlineTraining.htm

Website,
 http://hsl.lib.umn.edu/learn/ebp/mod01/i ndex.html

Website,
 http://community.fpg.unc.edu/

Website,
 http://community.fpg.unc.edu/connect-mod ules/5-step-learning-cycle

Website,
 http://education.jhu.edu/PD/newhorizons/ Journals/specialedjournal/MarderandFrase r

Website,
 http://www.libraries.psu.edu/tutorials/e bpt.html