

## EVIDENCE BASED PRIMARY CARE

**Module Code:** GP114  
**Credit weighting:** 10 ECTS  
**Contact hours:** 6 (plus allow 1-2hrs per week x 12 weeks distance learning)  
**Dates:** Workshops: 09/09/10 10am-1pm; 09/11/10 2pm-5pm.  
Online distance learning: 01/10/10 – 16/12/10  
**Module leader:** Prof. Peter Cantillon, General Practice, NUI Galway

### **Module description**

Health professionals in primary care are under increasing pressure to keep up to date and to ensure that their practice is evidence based. There is an assumption that because information is more readily obtainable in the 'information age', health practitioners will be able use the information to guide their practice. However, in reality health professionals rarely have the time or training to make best use of the information available. This module will provide training in how to find and interpret healthcare information. It will also introduce students to critical appraisal and synthesis skills. These attributes will be of considerable value as supports for evidence based practice as well as imparting some of the basic steps required to conduct a literature review.

### **Learning outcomes**

At the end of this module the student will be expected to be able to:

1. Plan and execute a literature search on a given topic
2. Critically appraise research publications and other published material
3. Construct a coherent argument on the basis of literature reviewed

### **Module content**

#### Finding and Interpreting Evidence

- Exploration of a selected range of relevant information resources for primary healthcare.
- Training in basic internet and database search techniques.
- Introduction to different research designs.
- Practical experience using critical appraisal checklists for both quantitative and qualitative research.

### **Reading List**

- Kiley, R. *Medical information on the internet*. 3<sup>rd</sup> ed. London: Churchill Livingstone, 2000.
- Sackett DL, Straus SE, Richardson WS, Rosenberg W, Haynes RB. *Evidence-Based Medicine: How to practice and teach EBM*. 2<sup>nd</sup> ed. London: Churchill Livingstone, 2000.

### **Teaching and learning strategies**

Distance learning and workshops.

### **Assessment strategy**

10%: attendance at workshops

45%: continuous assessment (E-tivities and online participation)

45%: assignment on completion of module (2,000 words).