

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** PPC214

**Course Title:** Professional Practice: Evidence-based Practice

**Prerequisite Courses:**

**School:** School of Health, Community and Social Justice

**Division/Academy/Centre:** Health Sciences Division

**Previous Course Code & Title:**

**Course First Offered:** November 2010

<b># of Credits:</b>	<b>1.5</b>
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**Course Description:**

In this course, learners will apply the principles of adult education and lifelong learning to an exploration of evidence-based approaches to practice. Topics covered will include the research process, reading and interpreting research studies and trends in research and evidence based practice. Participants will identify, critically appraise, and discuss current issues in medicine and pre-hospital care.

**Course Goal(s):**

Learners will learn basic strategies and techniques used for evidence based practice leading to the production of an authentic Critically Appraised Topic.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Relate concepts of lifelong learning and experience to evidence based practice
2. Describe the core principles of an evidence-based approach
3. Formulate a clear answerable research question
4. Explain where and how to find literature to answer the research question
5. Conduct a basic appraisal of a research article
6. Rank the evidence from a study
7. Explain how and when to apply the evidence to your clinical practice
8. Formulate a Critically Appraised Topic (CAT)

**Course Topics/Content:**

- Evidence-based medicine
- Developing a clear, answerable question
- Where and how to find literature on the research topic
- Basic appraisal of a research article
- Ranking the evidence
- Getting the evidence used
- Critically Appraised Topic

**Text and Resource Materials:**

**Required:**

Guyatt G & Rennie D. (2002). *User's guides to the medical literature: Essentials of evidence -based clinical practice*. JAMA and Archives.

Straus, S. E. (2011). *Evidence-based medicine: How to practice and teach it (4th ed.)*. Edinburgh: Elsevier Churchill Livingstone.

Course Pack and online resources

**Recommended:**

**Course Level:**

	First Year	X	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Praxis Exercise				
Practicum/Fieldwork				
Online	21			
Correspondence				
<b>Total Class Hours</b>	21			

**Comments on Delivery Methods:**

PPC214 is an online course, and consists of multiple units delivered over a single semester. It is expected that students spend 6 - 9 hours per week to complete all the course requirements. Posting of answers to assignments and discussion among peer learners and the facilitator is a required component of the course.

**Course Grading System:**

	Letter Grades	X	Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	60%
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	40%	Project	40%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	20%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

The participation mark is comprised of interactions with peers and instructors during pre-established times.

The mark on an individual assignment will be reduced by 20% for each day that it is late.

**Other Course Guidelines, Procedures and Comments:**

Requests for extensions of time to complete assignments must be submitted to the instructor at least one week in advance and are only permitted for justifiable reasons. Requests to extend time beyond the last day of the course must be submitted to the Program Manager for approval.

Assignments missed due to medical reasons must be substantiated by a note issued by a qualified health practitioner in order to receive full credit for the assignment.

All course assignments must be completed in order to successfully complete the course.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Globally-Minded**

Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.