

**UiT**

**THE ARCTIC  
UNIVERSITY  
OF NORWAY**

# **EVIDENCE-BASED PRACTICE & Research-Methods:**

## **Accessing & Assessing Evidence**

Ved  
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**uit.no**



# Healthcare personnel must make professional decisions daily

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# Experience from students

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- Students ask for supervision about, e.g.:
- Citation
- Systematic search
- Guidelines/Where to Find the Evidence
- How to use Guidelines for daily professional decision-making
- How to read article
- Assessment of Evidence / Evidence assessment
- Type of medical study
  - ✓ What is SR, RCT, etc.

## Based on the questions we get:

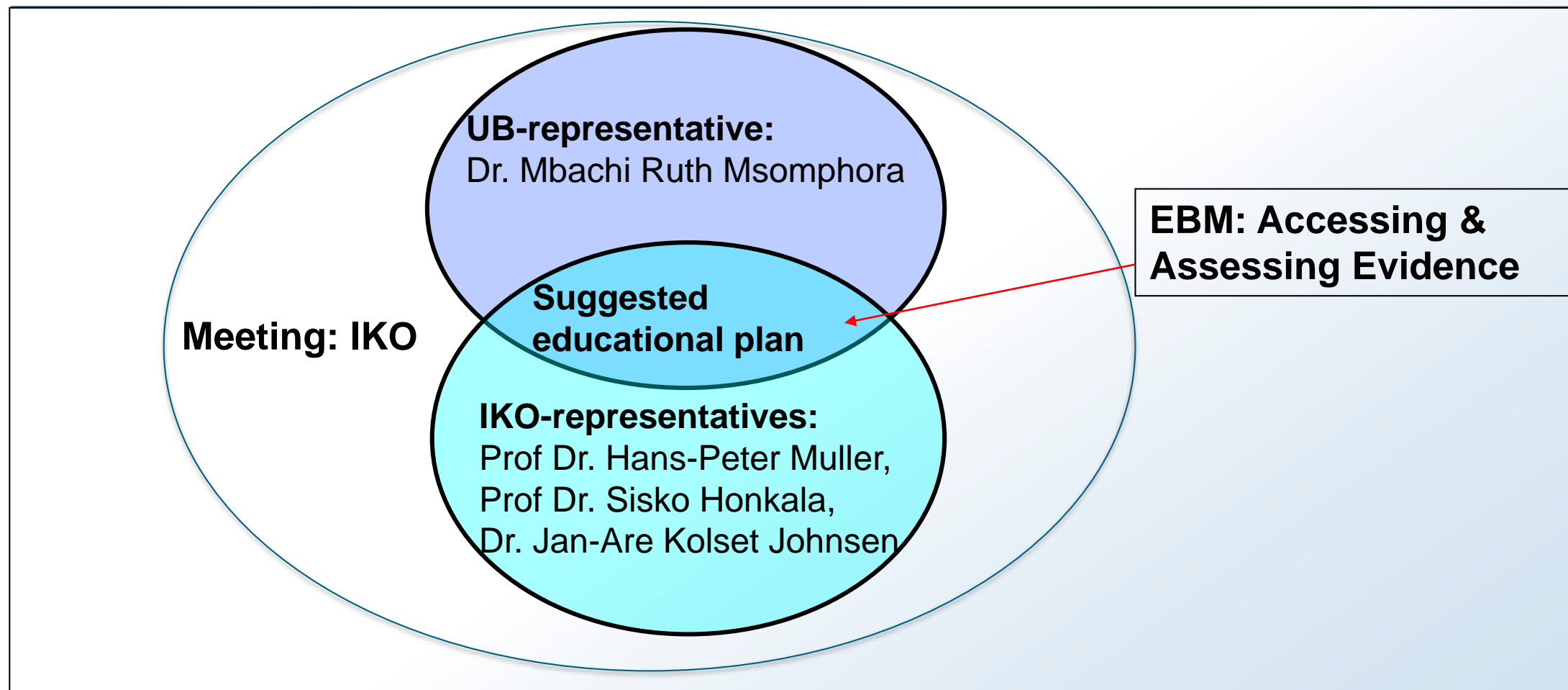
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I (on behalf of the University Library) recognised the need for introducing a course about “Evidence based practice: Accessing and Assessing Evidence.”

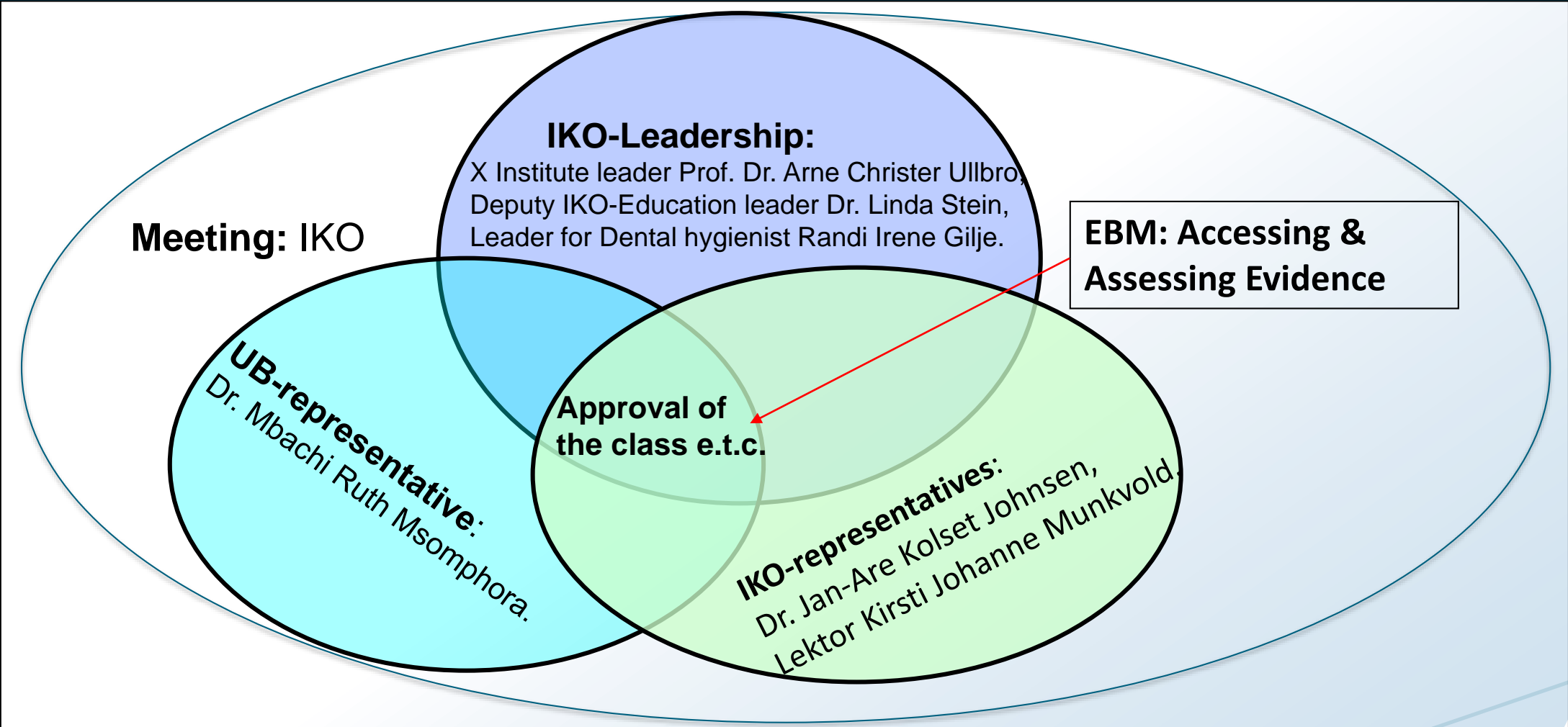
# IKO Head of Department and Administrative leader contacted

## First meeting 12.06.2017



I presented the proposed educational plan, and we agreed on the way forward

# Follow-up meeting with IKO leadership 18.10.2017



# Lots of follow-up meetings before proceeding for implementation

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It took long time and processes discussing e.g.:

- Goal
- Course contents
- Practicalities of the course

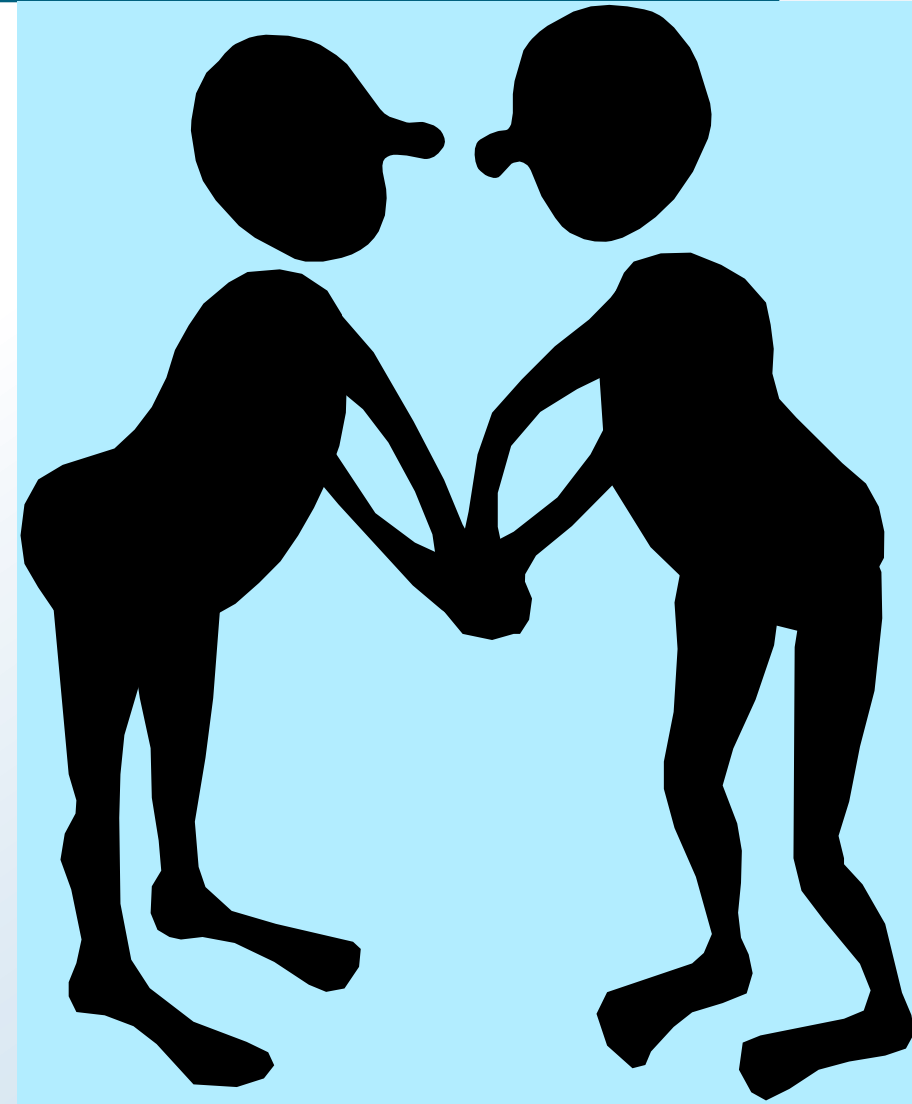


# Decision-made

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The course to be given separately at the master's and bachelor level

- ✓ Dental hygienist (Bsc. - level) to have their own class:
  - 3rd and 4th Semester
- ✓ Dental students (MSc. - level) also their own:
  - 6th, 7th and 8th Semesters for Dental students





**Table 1: Proposed teaching schedule agreed to implement.**

**Course name (working title): *Evidence Based Practice: Accessing and Assessing Evidence***

Part	Time	Content	Semester
<b>Introduction to Evidence based Practice</b>	2 hour	<ul style="list-style-type: none"> <li>Know generally what Evidence based Practice is all about.</li> <li>Have a picture of study types in medical/health literature.</li> <li>Know what a Systematic Review (SR) and where to find it, e.g. Cochrane Library</li> </ul>	<p><b>6<sup>th</sup> Semester.</b></p> <p>Preferably before teaching students scientific writing.</p> <p><b>7<sup>th</sup> Semester</b> 2-hour Skype tutorial session with students in the field, i.e. Repetition on Evidence search and/or Critical appraisal of individual studies.</p>
<b>Knowledge and practicalities about Evidence based Information Search</b>	2 hours	<ul style="list-style-type: none"> <li>What kind/type (form) of information is needed and where to search.</li> <li>How to conduct a systematic search (PICO)                             <ul style="list-style-type: none"> <li>What is PICO</li> <li>Formulation of focused question using PICO.</li> <li>List key words or terms from the formulated question.</li> </ul> </li> </ul> <p>*Check any limit required, e.g. age, publication date, language, gender etc. *List irrelevant terms that you may want to exclude in your search.</p>	
	1 hour	<ul style="list-style-type: none"> <li>Practical Evidence Access: PubMed                             <ul style="list-style-type: none"> <li>Practically conducting a search with the remaining terms in PubMed</li> </ul> </li> </ul>	
<b>Evidence Assessment</b>	2 hours (Plenary session)	<ul style="list-style-type: none"> <li>Assessment of discovered Evidence                             <ul style="list-style-type: none"> <li>By using assessment tools (GRADE)</li> </ul> </li> </ul> <p><b>Note:</b> This will be a Plenary tutorial session</p>	<b>8<sup>th</sup> Semester</b>
	1 to 2 hour (Group work)	<ul style="list-style-type: none"> <li>Students Practically assessing the discovered Evidence themselves in groups                             <ul style="list-style-type: none"> <li>Critical appraisal</li> <li>Bias assessment</li> <li>Quality grading</li> </ul> </li> </ul> <p><b>Note:</b> Each group with own teacher (if possible) to help them. Number of groups will depends on size of the class.</p>	<b>8<sup>th</sup> Semester</b>
<b>Presentation of the group work</b>	<b>2 to 3 hours</b>	<ul style="list-style-type: none"> <li><b>Test and Evaluation of the class</b> <ul style="list-style-type: none"> <li>Students present their group work</li> <li>Evaluation of their presented work</li> </ul> </li> </ul> <p><b>Note:</b> Whole-course evaluation at the end, i.e. Finding out criticisms and try to find solution together (all involved participants, including students)</p>	<b>8<sup>th</sup> Semester</b>

**Goal of the course:** Our goal is to facilitate in making IKO students better dental practitioners by using evidence-based knowledge and transfer it into dental practice. Plan agreed for implementation at Department of Clinical Dentistry (IKO) - UiT, 12.06.2017.

# Implementation started with Dental-hygienist students in januar 2018



Started with courses on:

1. Evidence-based practice/EBM
2. Systematic search
3. Assessing Evidence
  - ✓ IMRAD
  - ✓ Critical appraisal

# The situation as of today

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- The course has started with dental-hygienist
  - ✓ Agreed to be fully implemented by 2019  
(based on evaluation (colleagues & students) of the 2018-class)
- For dentist student, the course will start in February 2019
  - ✓ Agreed to have Skype classes when students are in their 6 months field work clinical-practicals
- Evaluation conducted for improvements on both classes is based on:
  1. Colleagues evaluation
  2. Student evaluation
  3. And find solution together (all involved participants, including students)

## 😊 **However:**

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Other professors (who will not wait until next year) have invited me to teach EBM as part of the teaching modules within an existing courses.

**For example in:**

**Cariology 8 (Master's level course)**

# To improve this EBM course, am interested to know among others:

1. What is currently offered in Evidence Based Practice, with the main focus on Accessing and Assessing information in support of good understanding and use in academic and clinical practices?
2. How does the course offering work?
3. How can the offering be better adapted to the needs of today's groups of BSc., MSc., and PhD students?



**Together we can make our students better clinical practitioners of the future!**

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**LET'S WORK TOGETHER**  
TEAMWORK