

Preparing students for an evidence-based health service

**A collaboration between
the Faculty & the University Library**

Overview

- Why this joint course?
- A teaser on the content of the course «Introduction to **Evidence-based practice** in Health Care»
- Learning & teaching methods in the digital format
- Faculty-Library Collaboration
- Evaluation and final thoughts
- Questions?

Introduction to Evidence-Based Practice in Health Care



Regjeringen.no

National Curriculum Regulations for
Norwegian Health and Welfare
Education (RETHOS)

<https://www.regjeringen.no/no/tema/utdanning/hoyere-utdanning/utvikling-av-nasjonale-retningslinjer-for-helse--og-sosialfagutdanningene/id2569499/>

Autumn 2020 / Spring 2021

Bioengineering

Physiotherapy

**Social educator/disability nursing
(vernepleie)**

**Occupational therapy
(ergoterapi)**

Behind the headlines

Critical appraisal of health claims in the media

When bae tells you that you tasted better than ever, but he has no idea that you're using [redacted]



Daily 5 almonds



No cancer

How About This



Eating 1 grape Fruit a day for 9 months can clear all plaque in one's arteries, this is a hidden truth, which big pharma doesn't want you to know, it's also why it says on Heart Medication "Don't Eat Grape Fruit" Everything you need is in nature.



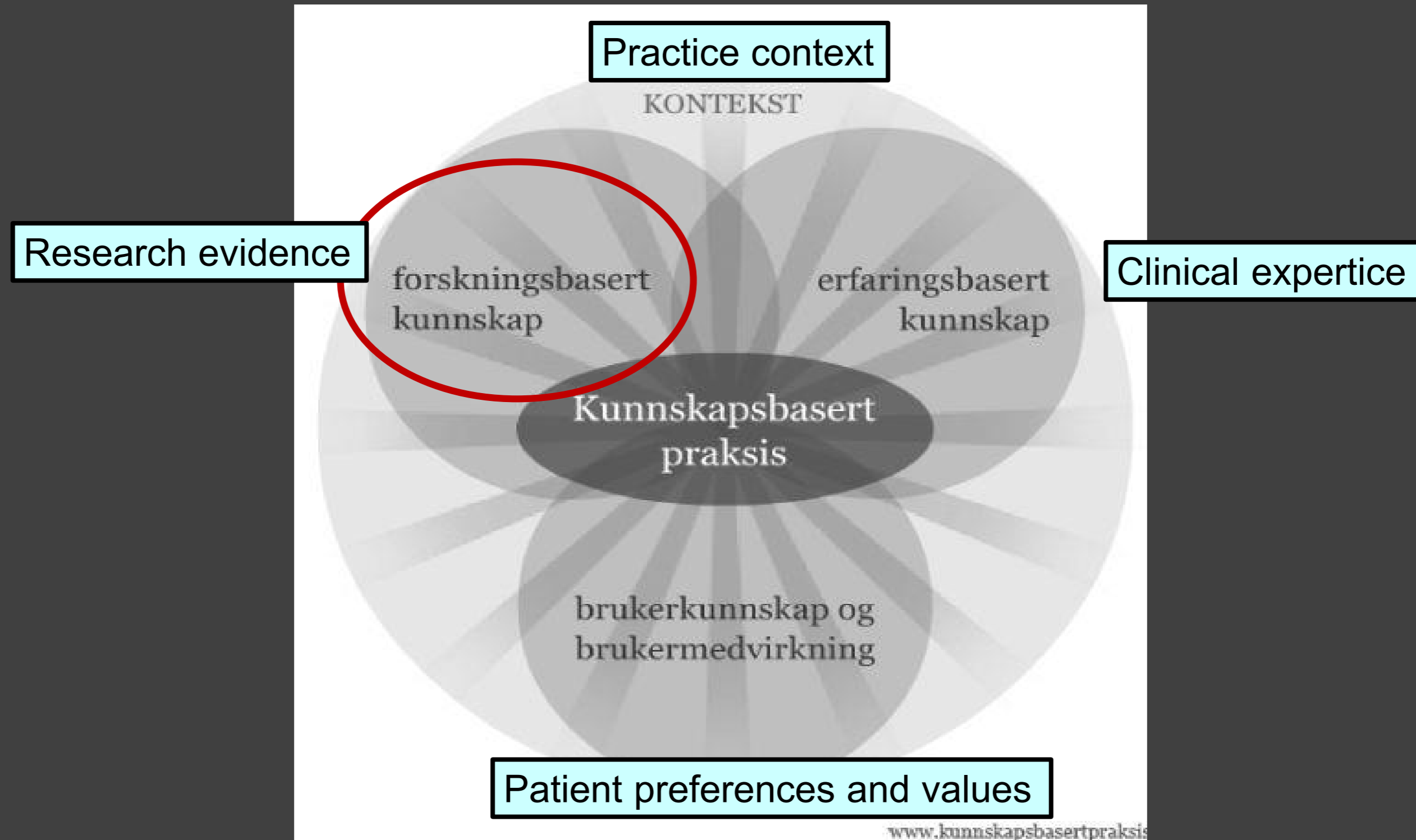
7. Apple

Best time to eat:
Morning

Worst time to eat:
Night

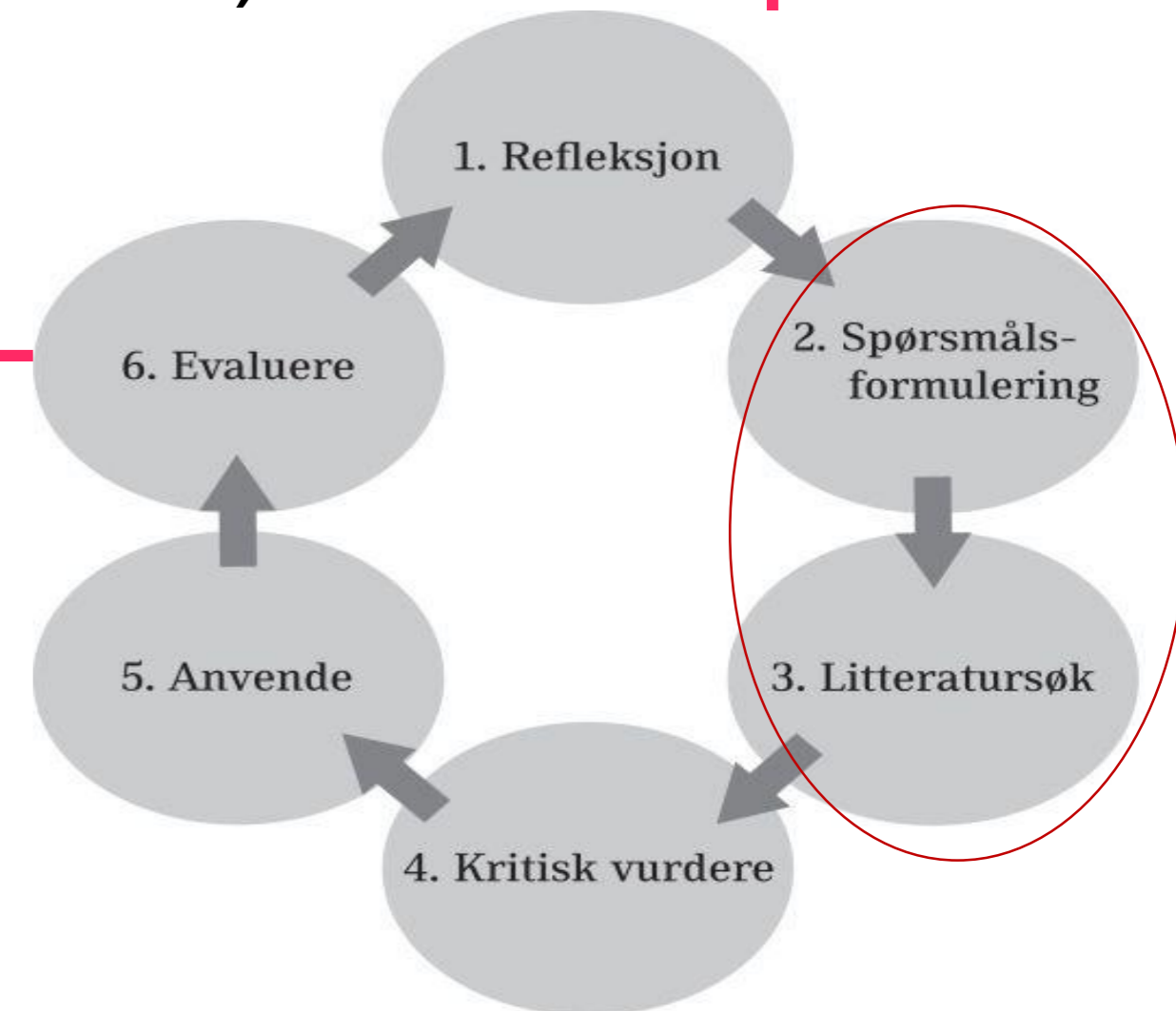


Evidence-Based Practice (EBP)



EBP method: The steps

1. Reflection (identify information needs)
2. **Asking questions**
3. **Acquire** (finding the evidence, literature search)
4. Appraise and Interpret (critical appraisal)
5. Apply (implementation)
6. Evaluate



Learning targets

«Introduction to Ask» & «Finding the evidence»

The student

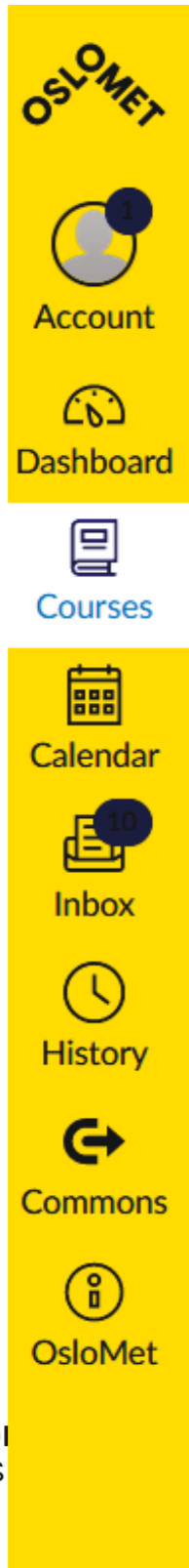
- *can **identify different** types of professional/clinical/**core questions**, such as questions about treatment, diagnosis, prognosis, experiences and etiology.*
- *can **formulate** professional/clinical **questions** using **PICO**.*
- *can **construct and carry out an appropriate and simple search strategy** for professional/clinical questions from the **top of the S-pyramid**.*

Teaching & counseling methods: active learning

- flipped classroom
- team-based
- case-based
- peer instruction
- learning activities

CANVAS: learning management system

Student learning resources, assignments & announcements



≡ ERGOB1060-1 21V > Discussions > Specific info for ERGOB students

2021 VÅR

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Here you will find subject material specifically for ERGO1060 students:

- Here you find the Course schedule [Fremdriftsplan for ERGO 1060 uke 10-12 docx.pdf](#)
- Here you find the Examdescription [Eksamen](#)
- Here you find [Helsepåstander](#)
- [Here you find the Eksamensgrupper og seminargrupper](#)

Coming up:

10. mars & 11. mars 2021: Introduction to ask & finding the evidence.

We will use these resources in class. (You do not need to read them in advance):

- Group assignment - [Group assignment PICO framework](#)
- Group assignment - [Group assignment Core questions](#)
- Individual assignments - [Individual assignments: Guidelines \(retningslinjer\), Clinical procedures \(fagpr](#)
- Group assignment - [Final reflections](#)
- Video from Kunnskapssenteret: ["Hva er oppsummert forskning?"](#)

Polling 2: PICO - the elements

1. Which terms can describe what the the "P" in PICO represents? (Multiple choice)

Percent

Practice

Problem/diagnosis

Patient

Person (age, sex)

Prognosis

Prevalence

Population

Polling 7: One last question about PICO....

1. Do you have to define all the elements in your PICO-form before you can start your literature search?

Yes.

No, but 3 of the elements must be defined.

No. Only the relevant elements must be defined.

CANVAS: learning management system

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PICO (15 min.)

Gruppeoppgave – beregne 3-4 min. per spørsmål

De første tre spørsmålene er fagspesifikke spørsmål, mens spørsmål 4 tar utgangspunkt i en helsepåstand fra mandagens undervisningsøkt om helsepåstander og kritisk tenkning.

Dere velger én i gruppa som passer tiden, beregne ca. 5 min. pr spørsmål. Velg én til være gruppas «sekretær», som noterer ned i PICO-skjema, skriver i chatten på vegne av gruppa ved behov osv. Prat sammen og utarbeid forslag til PICO, ett spørsmål per PICO.

P - Patient/problem: What type of patient, population or problem is your question about?

I – Intervention: Which intervention or exposure do you want to consider?

C – Comparison: Should the intervention above be compared with an alternative intervention?

O – Outcome: What outcomes or endpoints are you interested in? What is it about the intervention we want to assess or achieve?

1. Etter hjerneslag er opptrening med fysioterapeut en viktig del av rehabiliteringen. Hvilken effekt har styrketrening på rehabiliteringen etter hjerneslag?
2. Hvordan oppleves det for barn (6-12 år) å leve med en fysisk funksjonsnedsettelse?
3. Slitasjegikt i kneet (kneartrose) kan gjøre leddene stive og smertefulle. Er fysisk trening eller behandling med Paracetamol best egnet til å lette symptomene hos pasienter med kneartrose?

Core questions (Kjernes spørsmål)	Information about.. (Kunnskap om..)	Study design (Studiedesign)
Experience , attitudes (Erfaringer, holdninger, opplevelse)	How does it feel.....? (Hvordan oppleves det?)	Qualitative methods. Interview (Kvalitative metoder)
Prevalence (Prevalens, forekomst, utbredelse)	How many.....? (Hvor mange har et helseproblem?)	Cross-sectional (Tverrsnittstudie)
Diagnosis (Diagnostikk)	How can we decide what problem/diagnosis? (Hvordan kan vi avgjøre om noen har dette problemet?)	Cross-sectional (Tverrsnittstudie)
Prognosis (Prognose, sykdomsforløp)	What is the typical development? (Hvordan går det med den som har problemet?)	Cohort (Kohortstudie)
Causation (etiology) (Årsak, etiologi)	Why does this happen, risk factors? (Hvorfor får noen dette problemet?)	Cohort, Case-control (Kohortstudie, Kasus-kontrollstudie)
Effect of interventions (treatment, prevention) (Effekt av tiltak)	What can we do.....? (Hva kan gjøres for å forebygge eller behandle problemet?)	Randomised controlled trial (RCT) (Randomisert kontrollert studie)

Gruppeoppgave (10 min.): Kjernespørsmål

Velg ny sekretær og ny ansvarlig for å passe tiden. Ta utgangspunkt i tabellen med spørsmålene under, og diskuter hvilke typer kjernespørsmål dere kan identifisere her:

Spørsmål 1: Hvordan kan vernepleieren hjelpe personer med psykisk utviklingshemming å ivareta sin munn- og tannhelse?

Spørsmål 2: Hvilket tiltak har best effekt på uro og konsentrasjon for elever på med ADHD: medikamentell behandling eller kognitiv terapi?

Spørsmål 3: Hvordan oppleves det å være foresatt til barn i alderen 2-5 år med psykisk utviklingshemming?

Spørsmål 4: Hva er effekten av deltagelse i gruppeterapi for voksne med rusavhengighet?

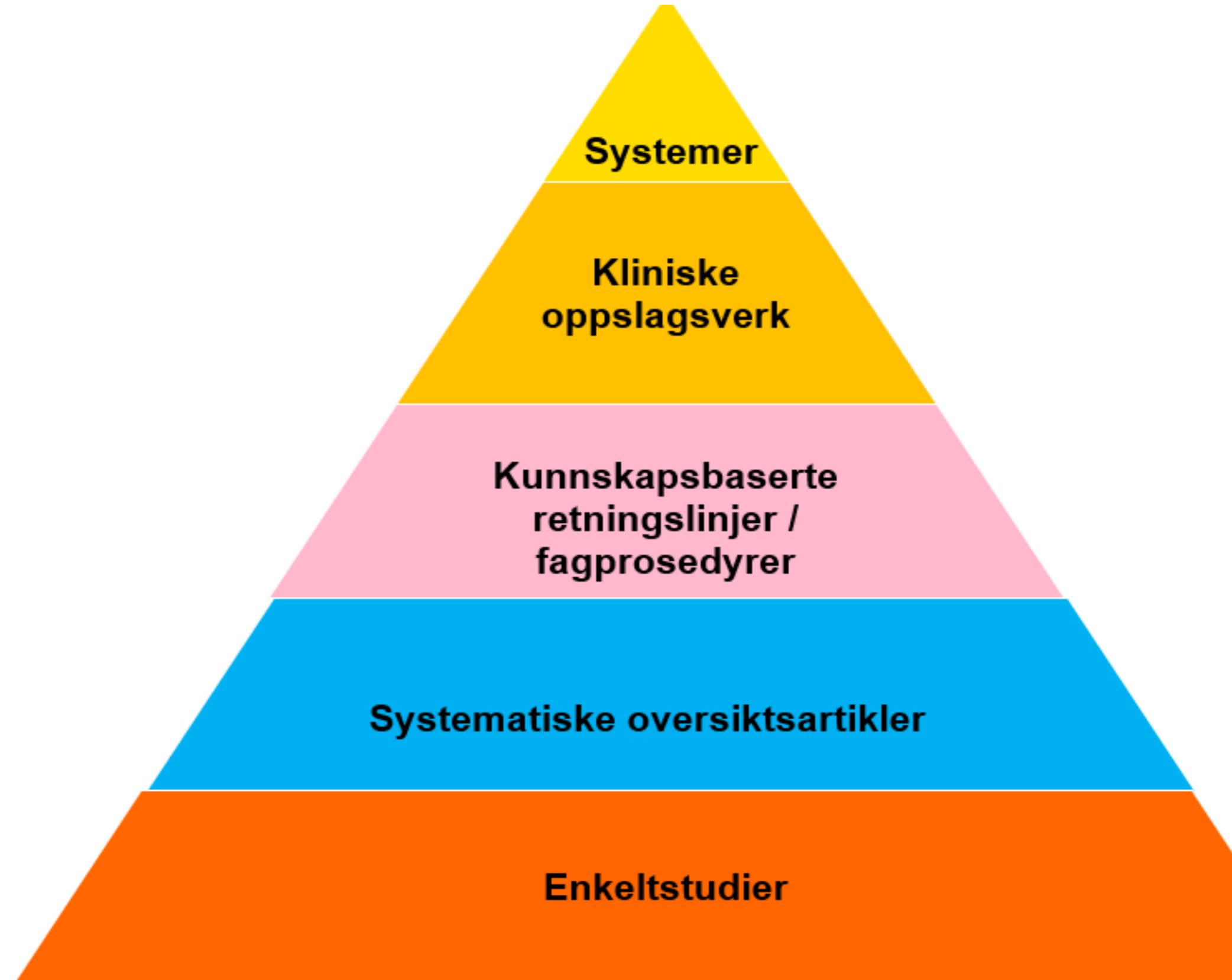
<u>Core questions/Kjernespørsmål</u>	<u>Information about/Kunnskap</u>	<u>Study design Studiedesign</u>
<u>Experiences and attitudes</u> Erfaringer og holdninger	How <u>does it feel.....?</u> Hvordan oppleves det?	<u>Qualitative</u> Kvalitative metoder Intervju, deltakende observasjon
<u>Occurrence (prevalence)</u> Prevalens- forekomst	How <u>many.....?</u> Hvor mange har et	<u>Cross-sectional</u> Tverrsnittstudie

Step 3: finding the evidence

 helsebiblioteket.no

UpToDate®

 **Cochrane**
Library



Faculty-Library collaboration

- Course working group
- Course descriptions
- Learning targets
- The exam paper
- Develop teaching material
- Help desk
- Evaluation

Faculty-Library collaboration

- The joint course collaboration is beneficial for *all* our collaborative relations with faculty.
- The course serves as a primer in information literacy, critical appraisal and literature searching
- A common platform for teaching and learning evidence-based practice

...without the University Library, this wouldn't be so successful!

We complemented each other.. the way the librarians used zoom, with polls and breakout rooms, we are really impressed!

...it's great working together!

Faculty feedback - collaboration

The University Library gives us a «boost» on digital learning!

The librarians plays a positive role in planning, teaching and participating in seminars.

The Library makes learning sessions even more relevant for the students with subject-specific examples.

Faculty-Library collaboration



Alone we can do so little,
together we can do so much

Helen Keller

<https://www.welcometogallivare.com/wp-content/uploads/2020/10/Hundspann.jpg>



Foto: Pxhere, Q000024 (<https://pxhere.com/no/photo/1629587>) CC0

Evaluation: student focus group interviews

Useful, relevant and important

“We have learned a way to stay up-to-date, find research and the knowledge behind it.”

“Very useful as a student and as a future health worker. Immediate benefit. Important no matter what - both as a student and as a human being.”

“...useful in practice, when we are going to write a bachelor's thesis and when we have finished our education.”

“Very useful, both for study, everyday life and work”

Evaluation: student focus group interviews

The structure of the course – seminars and group work:

“The seminars were important. Liked that it was group work.”

“Enjoyed it very much. Thought it was going to be boring. The structure of the course made it exciting.”

“...easier to learn when you are in a team. Easier to discuss, we changed our thoughts / views by listening to others.”

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Nursing

Occupational therapy
(ergoterapi)

Radiography

Pharmacy

Dental technology

Essential persons & projects

- ***Hilde Tinderholt Myrhaug & Gro Røkholt*** (course managers, OsloMet)
- **“*Behind the headlines*” project article:**
“Using claims in the media to teach essential concepts for evidence-based healthcare” <https://www.researchgate.net/publication/345767691> Using claims in the media to teach essential concepts for evidence-based healthcare
- ***Western Norway University of Applied Sciences*** (HVL - Høgskulen på Vestlandet) for making the CANVAS-resource: «KBP på tvers» and for sharing it with OsloMet
<https://app.cristin.no/projects/show.jsf?id=641852>

Thanks for your attention!

**Any questions?
No? GREAT ;)**

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