

## Teaching evidence-based practice

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### Introduction

During April and June 2009 the Clinical Librarian and EBP Tutor at Birmingham Women's Hospital (BWH) ran an evidence-based practice (EBP) course for librarians. The course included two components; pre-course learning and attendance at a one day workshop. This article provides a brief introduction to EBP and an overview of the course, including details of content and evaluation.

### What is Evidence Based Medicine?

Evidence-based medicine is the integration of best research evidence with clinical expertise and patient values (Sacket D, 2001). There are four stages to EBP:

- ❖ formulating a clinical question
- ❖ searching for evidence to answer the question
- ❖ critically appraising that evidence
- ❖ applying it to clinical practice

The course at BWH focused on stage three; critical appraisal of research evidence.

### **Pre-course material**

Pre-course material consisted of e-learning modules, which involved watching and listening to a video presentation on evidence-based practice, and answering a set of multiple choice questions that followed. The modules are available at <http://www.ebm-unity.org/> then select:

- ❖ EU EBM UNITY
- ❖ Courses
- ❖ Guest access (this allows access to the video presentation but not the mcqs)
- ❖ EBM UNITY e-SESSIONS

### **The workshop**

The workshop provided a plenary session *EBP and the role of a clinical librarian* and small group sessions on critical appraisal.

The group sessions involved using three critical appraisal tools:

- ❖ CATmaker, an online critical appraisal tool developed by the NHS Research and Development Centre in Oxford, available at:  
<http://www.cebm.net/index.aspx?o=1216>  
CATmaker produces a critically appraised topic (CAT) and calculates useful clinical measures, for example, Relative Risk Reduction (RRR) and Number Needed to Treat (NNT).

- ❖ Critical Appraisal Skills Programme (CASP) a set of critical appraisal questions developed by the NHS Public Health Resources Unit to help appraise seven types of research including systematic reviews and randomised controlled trials, available at <http://www.phru.nhs.uk/Pages/PHD/resources.htm>
- ❖ The GATE Frame (Graphic Appraisal Tool for Epidemiological Studies) an appraisal tool that uses symbols to critically appraise, initially developed by Rod Jackson for teaching medical students critical appraisal, available at <http://ebm.bmj.com/cgi/content/full/11/2/35?rss=1> (Athens password required)

These were practical sessions providing the opportunity for participants to critically appraise a systematic review using CASP and a randomised controlled trial using CATmaker and the GATE Frame. Participants also joined a working journal club in which a presenter critically appraised a randomised controlled trial.

### **Evaluation of the course**

Course participants provided very good to excellent feedback on the workshop with 22 participants stating that it was an excellent use of their time and 10 participants a good use of their time (32 participants in total), and all 32 participants stated they would recommend the course to a friend. In addition, the

course was accredited by CILIP (Chartered Institute of Library and Information Professionals) and was subsequently awarded the CILIP Seal of Recognition. We have delivered a similar course to clinical teams at BWH, whilst adapting content to the needs of the audience. For further information on the course, please contact [ann.daly@bwhct.nhs.uk](mailto:ann.daly@bwhct.nhs.uk)