

Making Sense of Evidence – workshop and sessions list

Making sense of Evidence

Typical sessions include:

- 1 - [Introduction to Making Sense of Evidence](#)
- 2 - [Critical Appraisal of a Randomised Controlled Trial \(RCT\)](#)
- 3 - [Critical Appraisal of a Systematic Review](#)
- 4 - [Tracking Down the Evidence](#)

Introduction to Qualitative Research Evidence

Typical sessions include:

- 5 - [Introduction to Qualitative Research Evidence](#)
- 6 - [Critical Appraisal of Qualitative Studies](#)

Introduction to Diagnostics Studies

Typical sessions include:

- 7 - [Introduction to Diagnostic Studies](#)
- 8 - [Critical Appraisal of Diagnostic Studies](#)

Improving patient care

Sessions available:

- 9 - [SHERPA - \(Sharing Evidence Routine for a Person Centred Plan of Action model\)](#)

Research informed Care homes: What, why and how?

Sessions available:

- 10 - [Research informed care homes: What they are what are the benefits](#)
- 11 - ['Research-informed' care homes: How to find, assess and apply research evidence in my setting.](#)

1. Introduction to Making Sense of Evidence

Talk (45 mins)

During this talk a tutor from our experienced team of clinicians and researchers will explain the importance of evidence based health care including how it was developed and why it is necessary.

Specific topics include:

- Understanding bias
- Hierarchy of research evidence for treatment interventions
- Demand for evidence based practice
- Principles of evidence based practice
- Structuring clinical questions.

2. Critical Appraisal of a Randomised Controlled Trial (RCT)

Small group session (60-90 mins)

In this session we support participants to break down a clinical question into well recognised portions that are similar to how randomised controlled trials are reported in the literature. Through these exercises participants gain confidence in reading and understanding a randomised controlled trial. By using a critical appraisal check list participants learn short cuts in this process. Finally, these new skills are used to decide how the RCT evidence can be used to answer the clinical question.

By the end of this session you will be able to –

- Break down a clinical question
- Apply PICO (structure problem according to: Population, Intervention, Comparison, Outcome)
- Critically appraise a randomised controlled trial
- Use a checklist
- Apply research evidence to clinical question

3. Critical Appraisal of a Systematic Review

Small group session (60-90 mins)

In this session we support participants to break down a clinical question into well recognised portions that are similar to how systematic reviews are reported in the literature. Through these exercises participants gain confidence in reading and understanding a systematic review and meta-analysis. By using a critical appraisal check list participants learn short cuts in this process. Finally, these new skills are used to decide how the systematic review evidence can be used to answer the clinical question.

By the end of this session you will be able to –

- Break down a clinical question
- Apply PICO (structure problem according to: Population, Intervention, Comparison, Outcome)
- Critically appraise a systematic review
- Use a checklist
- Apply research evidence to clinical question.

4. Tracking Down the Evidence

Small group session (60 - 90 mins)

In this session we support participants to break down a clinical question into well recognised portions that are similar to how we set up searches to retrieve information from databases. Using exercises we help participants to understand how databases differ and why they might choose one over another. By using structured searching techniques participants learn how to use their time more efficiently to obtain high quality information.

By the end of this session you will be able to –

- Breakdown a clinical question into a search strategy
- Apply search strategies in different databases
- Locate databases that are most relevant for your work.

5. Introduction to Qualitative Research Evidence

Talk (45 mins)

During this talk a tutor from our experienced team of clinicians and researchers will introduce the basic principles of qualitative research and how it differs from quantitative research.

Using entertaining practical examples participants engage in learning about the meaning of experience and how this is important for understanding health problems.

Specific topics include –

- Why qualitative research evidence is important
- Theory and methods in qualitative research
- Quality criteria
- Interviewing and thematic analysis.

6. Critical Appraisal of Qualitative Studies

Small group session (60-90 mins)

In this session we support participants to consider a clinical question and examine how this might be answered by a qualitative research study. Through discussion participants gain confidence in reading and understanding qualitative research studies. By using a critical appraisal check list participants learn short cuts in this process. Finally, these new skills are used to decide how the qualitative evidence can be used to answer the clinical question.

By the end of this session you will be able to –

- Break down a clinical question
- Critically appraise a qualitative study
- Use a checklist
- Apply research evidence to a clinical question.

7. Introduction to Diagnostic Studies

Talk (45 mins)

During this talk a tutor from our experienced team of clinicians and researchers will introduce the processes by which clinicians think about and make a diagnosis. Participants will understand what makes a good test and when it might be appropriate to use a test. Finally, these new skills will help participants know what a test result means for their patient.

Specific topics include –

- All tests are wrong some of the time
- The meaning of test results varies according to who is being tested
- Understanding the quality of a test.

8. Critical Appraisal of Diagnostic Studies

Small group session (60-90 mins)

In this session we support participants to consider a clinical question and examine how this might be answered by a diagnostic test study. Through discussion participants gain confidence in reading and understanding diagnostic test studies. By using a critical appraisal checklist participants learn short cuts in this process. Finally, these new skills are used to decide how the diagnostic study evidence can be used to answer the clinical question.

By the end of this session you will be able to –

- Break down a clinical question
- Critically appraise a diagnostic test study
- Use a checklist
- Apply research evidence to clinical question
- Understand the terms 'sensitivity,' 'specificity,' 'positive and negative predictive values

9. SHERPA - (SHaring Evidence Routine for a Person Centred Plan of Action model)

Small group session (60-120 mins)

The SHERPA (SHaring Evidence Routine for a Person Centred Plan of Action) was developed to address the lack of practical guidance on how to support patients who have multimorbidity.

SHERPA uses a biopsychosocial approach to build a visual picture of health influences. Through this, shared decision making with the patient is used to understand their current focus and therefore apply appropriate health evidence to them. SHERPA enables translation of population-based, evidence-based medicine and complex consultation models into simpler, natural conversations about care appropriate for and agreed with individual patients.

The session enables practitioners to consider how to provide person centred care, balance in quality and quantity of life across the complex and uncertain setting of multimorbidity.

By the end of the session, participants will be able to;

- Describe the SHERPA model 3 step approach
- Apply it to some example cases and consider how it could work for their practice
- Give feedback to help refine and develop the model.

10. 'Research – informed' Care homes: What, why and how?

This training is designed to provide two separate online workshops, which can also be delivered as a full day face-to-face workshop. It is intended for care home managers and owners, and other care staff who have an interest in research (e.g. Research Champions).

Session 1: 'Research-informed' care homes: What are they and what are the benefits?

Small Group session (150 mins)

In this session, we support people working in care homes with the knowledge, skills and confidence to understand and engage with research and research evidence. We will also provide an overview of the benefits of using research to inform practice.

By the end of the session participants will have;

- Explored what research is, and what it is not; demystifying and dispelling myths
- Understood the benefits of being a 'research informed' care home
- Explored what it means to be 'research informed' in practice
- Reflected upon – how 'research informed' is your care home?

Session 2: 'Research-informed' care homes: How to find, assess and apply research evidence in my setting

Small Group session (180 mins)

In this session participants will learn about research design, learn how to find relevant research using free resources to help answer particular questions, uncertainties or issues they may have, and how to assess its usefulness and applicability to their own particular care home or situation.

By the end of the session participants will have;

- Understand different types of research
- Explored how to turn issues and challenges into research questions
- Learned how to find research evidence online using free resources
- Explored how to assess the quality of reported research
- Considered how to practically use learned skills in practice
- Had the opportunity to meet colleagues, share experiences and ask questions.