

# OCCT2005

## Tute 1

### Hoffman et al Chapter 1 notes

What is evidence-based practice

- Explicit and conscientious
- Attempts to find the best available research evidence to assist health professionals to make the best decisions for their patients
- Assist with clinical decision making
- To make informed clinical decisions we need to integrate lots of pieces of information
- Need information from many sources
- The attempts to find evidence through research should be explicit and conscientious
- Evidence practice requires clinical expertise which include thoughtfulness and compassion as well as knowledge of effectiveness and efficiency

Simple definition of evidence-based practice

- Involves the integration of best research evidence with clinical expertise and the patient's unique values and beliefs
- Need to take into account characteristics
- Requires judgement and artistry as well as science and logic
- The process that health professionals use to integrate all of this is called clinical reasoning
- When you take all four elements and combine them in a way that enables you to make decisions about the care of the patient then you are engaging in evidence-based practice

Four pillars of evidence-based practice

- Clients goal/values
- Research evidence
- Information from the practice context
- Clinical experience

Why is evidence-based practice important?

- Aims to provide the most effective care that is possible
- Patients expect us to provide them with the most accurate information available
- Evidence-based practice promotes an attitude of inquiry in health professionals
- Gets us asking questions
- Important role in facilitating our professional accountability

Criticisms of evidence-based practice

- Relies too heavily on quantitative research
- Limitations of relying on research to provide the evidence on which to base practice

- Debate the nature of evidence – comes from more than just research

#### The process of evidence-based practice

- 1. Convert your information needs into an answerable clinical question
- 2. Find the best evidence to answer your clinical question
- 3. Critically appraise the evidence for its validity, impact and applicability
- 4. Integrate the evidence with clinical expertise, the patient's values and information from the practice context
- 5. Evaluate the effectiveness and efficiency of 1-4
- 5 A's
- Ask a question
- Access the information
- Appraise the articles found
- Apply the information
- Audit

#### Developing a research question Lecture notes

##### Developing process

- 1. Identify main area of interest
- 2. Clarify a research problem
- Define specific research questions to be answered
- Define the research purpose
- Determine the most suitable research design and method

##### When do we ask the questions?

- Push: just in case information – textbooks, articles, conferences
- Pull: just in time information – related to a specific problem – journal article, client, peers

##### Types of questions

- Aetiology – what risk factors are associated with a particular disease
- Prognosis – what will happen to this person with the disease if they are not treated
- Diagnosis – if this test is negative how sure can I be that the person does not have the disease?
- Intervention – is this treatment more effective than that treatment
- Patients experiences and concerns – what is happening to the health of this community and why?

##### Forming a question

- P – person/patient/population
- I – intervention
- C – comparison/control
- O – outcome