

Integrating Qualitative Evidence Synthesis (QES) in the Training Programs of Cochrane Centres and Branches: Results of a survey

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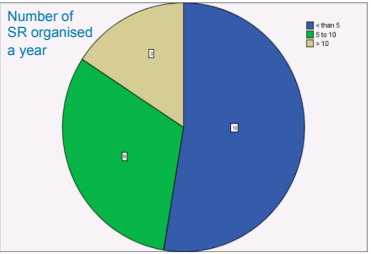
With participation of Ragnhild Oye Bjarkoy and Trudy Bekkering

The sample

- 25 centres, branches and networks were identified
- 19 have responded to our survey (76%)

Only two entities organise courses on QES:

- Ibero-American Cochrane Centre (occasionally, for less than 25 p)
- Belgian Cochrane Branch (yearly, for 25 to 50 p)




Number of SR organised a year

Number of SR organised a year	Count
more than 5 <td>11</td>	11
5 to 10 <td>6</td>	6
more than 10 <td>2</td>	2

Current activities on QES

- Staff members of 4 entities participated in QES courses
 - New Zealand Cochrane Branch
 - Ibero-American Cochrane Centre
 - Belgian Cochrane Branch
 - Norwegian Cochrane Branch
- Only one staff member has been a trainer



Cochrane Colloquia, lectures or seminars	3 out of four
Courses organised by other Cochrane entities	1 out of four
Courses organised by other parties of interest	all 4

Current activities on QES

- Comments
 - Urgent need for it: 5x
 - Out of our scope: 2x
 - Waiting for reliable methods/input: 3x

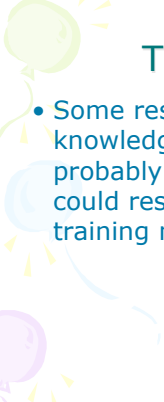
Expertise with QES

- Four entities claim to have expertise in QES
 - New Zealand Cochrane Branch
 - Belgian Cochrane Branch
 - Norwegian Cochrane Branch
 - Reseau Francophone Cochrane (?)

	Basic	Advanced
Interpreting Qual. Res.	1	3
Searching Qual. Res.	1	2
Critical Appraisal	1	3
Evidence Synthesis	3	1
Mixed Methods	3	1


Expertise: Training needs?

- Highest priority is given to the Mixed Method approach to synthesis (57,9%), closely followed by QES in general (52,7 %) and critical appraisal (52,6 %)
- There is less interest for searching strategies (26,4 %)
- Many respondents have given neutral answers !




Training needs?

- Some respondents may have little knowledge of QES, which has probably influenced how well they could respond to questions about training needs.



Stimulating interest in QES training

- Approaches considered to stimulate the uptake of QES in SR course programs: ranked first in the 'YES' category
 - Toolboxes with downloadable course material on the CQRM-group website
 - Personal advice from co-convenors by mail, phone, website
 - Guidance of individual reviewers
 - Training in the use of the cochrane handbook material



Stimulating interest in QES training

- Other possible approaches (middle ranks)
 - Individual coaching in local entities
 - International train-the-trainers programs
 - Invitation of experts to contribute to local course programs
 - Communication of advances in QES methodology
 - Worked examples of QES
 - Help to identify reviews where QES needs to be considered

Stimulating interest in QES training

- No stimulus at all!
- Ranked first: hire a staff member with expertise in QES (73,7 %)
- Ranked second (42,1 %):
 - Summer courses in QES
 - Discussion forums
 - Website with answers to FAQ

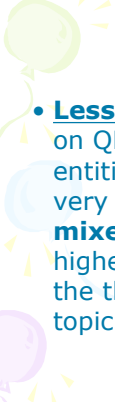
Priority List of Training Strategies

1. International 'Train the trainers programs', organised by the CQRМ-group
2. Toolboxes with downloadable course material on the CQRМ-group's website
3. Training programs / individual coaching within local Cochrane centres and branches
4. Invitation of experts to contribute to local training programs
5. Hire a staff member with expertise in QES

Stimulating interest in QES training

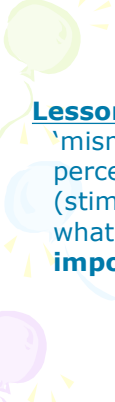
Other potential 'triggers'

- Undertaking reviews to gain expertise
- Training at an entities directors level
- More detailed advice in the handbook
- Feedback on work done
- ...



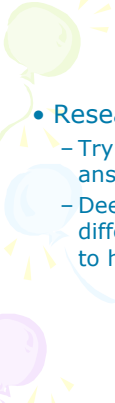
Lessons learned

- **Lesson 1:** The number of courses on QES organised by Cochrane entities and the expertise to do so is very limited. The fact that the **mixed methods approach** is the highest training need, contributes to the thought that QES is not a priority topic for Cochrane entities.




Lessons learned

Lesson 2: There appears to be a 'mismatch' between what is perceived as **feasible in practice** (stimulating for SR courses) and what is perceived as being the most **important** training strategy.



What to do next?

- **Research:**
 - Try to motivate entities that did not answer yet to participate
 - Deepen understanding by looking at differences between entities that claim to have expertise and those who do not.



What to do next?

- Future training strategies

Continue what we are doing:
international courses, participating in
local courses and the development of
our toolbox



Getting Started Latest Headlines

FBI Research Unit
A RESEARCH AND TRAINING PARTNER OF
THE UNIVERSITY OF ADELAIDE AND THE JOHNS HOPKINS BLOOMSBURY INSTITUTE

COCHRANE QUALITATIVE RESEARCH METHODS GROUP

Tools to Assist Qualitative Reviewers

IMPORTANT: PLEASE READ THE FOLLOWING GUIDELINE REGARDING THE USE AND CONTRIBUTIONS OF REVIEW TOOLS:

Resources on this page are kindly provided by colleague researchers and trainers in the field of qualitative research.



All contributing authors delivered a written statement to the methods group, in which they allow others to put their training material on a public website. If, however, you intend to use these resources in your own training programs, please acknowledge the original author of the presentations and reference the training material properly. Feel free to contact the authors should you require further details on the materials.

If you would like to contribute to our toolkit, please download the **written statement** and mail your training material to nathan.tan@adelaide.edu.au. Currently, we only include resources in English language. We hope to be able to offer training materials in other languages in nearby future.

There are a growing number of tools available to assist qualitative reviewers. If you can add to this database of tools we would be really pleased to hear from you. Please [contact us](#).

Toolkit to assist (trainers of) Qualitative Systematic Reviewers:

1. [Introducing qualitative research](#)
2. [Defining questions and searching qualitative studies](#)
3. [Critical appraisal for qualitative studies](#)

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- Happy to hear what your thoughts are...
