Williams, J., Cake, M., Borwick, C., Dymock, D., Fowler, E., Ireland, A., ... Baillie, S. (2016). First experiences as a Best Evidence Medical Education reviewer- what’s it really like?. Poster session presented at Association for Dental Education in Europe Conference, Barcelona, Spain.

Publisher's PDF, also known as Version of record

Link to publication record in Explore Bristol Research

PDF-document

University of Bristol - Explore Bristol Research

General rights

This document is made available in accordance with publisher policies. Please cite only the published version using the reference above. Full terms of use are available: http://www.bristol.ac.uk/pure/about/ebr-terms
First experiences as a Best Evidence Medical Education reviewer- what’s it really like?
Julie Williams*, School of Oral and Dental Sciences, University of Bristol

Martin Cake, Veterinary and Biomedical Sciences, Murdoch University, Australia
Cath Borwick, Medical Libraries, David Dymock, Centre for Health Sciences Education, Ellayne Fowler, Centre for Health Sciences Education, Tony Ireland, School of Oral and Dental Sciences, Sheena Warman, School of Veterinary Sciences and Sarah Baillie, School of Veterinary Sciences, University of Bristol

Meeting 1 Questions
1. What are the strengths of each member of the team? Decide on roles.
2. Refine research question following scoping search-what are the inclusion and exclusion criteria? Decide on sources to search and draft coding sheet
3. What is the timetable for the review?

Meeting 2 Questions
1. What modifications need to be made to the coding sheet?
2. How are you going to share the papers and coding results?
3. How are you going to grade the evidence?

Meeting 3 Questions
1. How are you going to accommodate different views on coding the evidence?
2. How are you planning to synthesise the evidence?
3. What are your team’s recommendations from the review?

Review team
Ideally join a BEME team as a reviewer to learn the process. As you discuss your planned research question, develop your own review group - you need a friendly librarian with systematic review experience and 4 or 5 team players who are experienced in the topic and will be able to attend 3-4 meetings. Reviewers need to commit several hours to reading and coding each batch of papers to meet deadlines

Aim
BEME-The highest-standard, peer-reviewed reports of evidence available relating to medical and health professions education
1. Undertaking a BEME review is academically stimulating and interesting but also highly challenging, even with the support of an experienced inter-professional team

Experience
Recent experiences as a reviewer
2 and as a group leader
3 have informed this presentation

Topic
Leading a review is going to occupy 8-10 hours per week for at least 18 months-so make sure you are interested in the results! If it is the process you are keen to try there are some suggested topics on the BEME web page but we would recommend developing a research question from your own educational experiences

Literature review
Spending time developing the research question with anyone who will discuss it with you- students, teachers, clinicians, healthcare professionals-if your review answers your research question—so what? What will change?

Scoping search with librarian support
Meet the librarian and discuss with them the key terms and concepts related to your research question. This will help you refine your search terms and identify relevant sources

References

Association for Dental Education in Europe (ADEX) Conference, Barcelona 2016