Introduction to Group Work

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Outline

• Group Work Guidelines

• PICOT

• CASP

• Preparing posters

• Final presentation
Group Work Guidelines

• You will work in (international) groups of 4-5 students

• Each group chooses their topic

• We already prepared a review paper for each topic

• Additionally, each group needs to find another paper on the same topic

• On the last day each group will present their work in the form of a PPT presentation and a poster

• Each group will also hand-in their CASP questionnaires (one for each paper)
PICOT

- **Population/Patient Problem:** Who is your patient? (disease or health status, age, race, sex)

- **Intervention:** What do you plan to do for the patient? (specific tests, therapies, medications)

- **Comparison:** What is the alternative to your plan? (i.e. No treatment, different type of treatment, etc.)

- **Outcome:** What outcome do you seek? (less symptoms, no symptoms, full health, etc.)

- **Time:** What is the time frame? (This element is not always included.)
PICOT

- In a 40-year-old man with a 2 pack per day 25-year smoking history, would the administration of Chantix as compared to transdermal nicotine be more effective at long-term smoking cessation?

What is the O (Outcome of interest) in this PICO question?

a) 40-year-old man who smokes

b) Chantix

c) Long-term smoking cessation

d) Transdermal nicotine
PICOT

- In patients receiving chemotherapy, are natural herbs more effective than traditional therapy for reducing post chemotherapy nausea?

What is the I (Intervention or phenomena of interest) in this PICO question?

a) Patients receiving chemotherapy

b) Traditional therapy

c) Natural herbs

d) Nausea post chemotherapy
**PICOT**

**Template for Asking PICOT Questions**

**INTERVENTION**
In ____________________ (P), how does ____________________ (I) compared to ____________________ (C) affect _____________________ (O) within __________(T)?

In patients receiving chemotherapy, are natural herbs more effective than traditional therapy for reducing post chemotherapy nausea?
PICOT

1. Discuss clinical scenario
2. Identify PICOT elements & question type
3. Lit search: CINAHL, Medline, etc.
4. Review results
5. Revise PICOT: focused answerable question
6. Further lit search(es)
7. Assess & critically appraise research
Searching the Literature

To find an additional review paper you can use different search websites like:

- Google Scholar (https://scholar.google.com/)

Additional Resources:

- CEBM videos #1 - #3: http://www.cebm.net/finding-the-evidence/
CASP

• The Critical Appraisal Skills Programme (CASP) aims to help individuals develop skills to find and make sense of research evidence, helping them to apply evidence in practice.

10 questions to help you make sense of a review

• CASP Systematic Review Checklist
Preparing Posters

1. We recommend PPT template “WS Poster Size A1” (empty) or “WS Poster Size A1 Logos” (with WS logo).

2. Reference all publications using APA style (https://owl.english.purdue.edu/owl/resource/560/10/)

3. Think **BIG**!

4. Avoid extensive parts of text (max. 250 words)

5. Use visual materials instead!
Final Presentation

- Final presentations will take place on Friday 4\textsuperscript{th} Dec
- Each group will have 30 minutes time to speak about their topic
- The international committee of reviewers will grade the posters, presentations and CASP questionnaires
Topics for Group Work

1. Waste management in healthcare
2. Motivational interviewing for smoking cessation
3. Social norms information for alcohol misuse in university and college students
4. Case management approaches to home support for people with dementia
5. Community wide interventions for increasing physical activity
6. Interventions to increase influenza vaccination rates of those 60 years and older in the community
7. Interventions to improve hand hygiene compliance in patient care