



Tip 1: Aim & objectives

Be clear:

- What are you going to cover?
- Is it an introductory session or an advanced searching workshop?
- What level of participation do you expect?
- Is there online & class room activity?
- Will there be post-course follow up & help available

Tip 2: Information resources

- Get feedback from participants about which resources they already use
 - Encourages participation
 - Gives you information on their current knowledge
 - Illustrates the range of available resources
 - Springboard for discussing quality & appropriateness
 - No mention of Google, you need to work harder
- Be flexible about how you do this
 - Pre-course on a VLE or social media
 - In class using clickers or discussion

Tip 3: Finding questions

- You need a scenario, so you can move from question to search strategy
 - Use scenarios related to patient care
 - Choose a question where you know there's some evidence

- How do you find the questions?
 - Collect them from consultations, questions from students...
 - Keep up-to-date with news stories and social media to see which issues are generating discussion
 - Look at web-sites where patients share their experiences

Useful resources: Finding questions

- News stories:
 - Medical News Today <http://www.medicalnewstoday.com/>
 - Behind the headlines <http://www.nhs.uk/News/Pages/NewsIndex.aspx>
 - National / local news web-sites
- Video clips:
 - Healthtalk.org <http://www.healthtalk.org/>
 - Ehow health <http://www.ehow.com/ehow-health/>
 - Youtube <http://www.youtube.com/>

Tip 4: Practical searching

- Search off & hands-on exercises
 - Introduce different resources and get participants out of the habit of using the same web-sites
 - Opportunity to discuss pros/cons of different information resources
 - Introduce participants to point of care search tools and compare them to research search tools
 - Publicise the resources that are paid for by the organisation
 - Demonstrate the process of going from abstracts to full-text

Useful resources: Free

- TRIP <http://www.tripdatabase.com>
- NICE Evidence Search <http://www.evidence.nhs.uk>
- Epistemonikos <http://www.epistemonikos.org/>
- SUMSearch2 <http://sumsearch.org/>
- PubMed Clinical Queries <http://www.pubmed.gov>
- Google <http://www.google.co.uk>
- GoogleScholar <http://scholar.google.co.uk>
- EPPI-Centre
<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=185>

Useful resources: Subscription

- Cochrane Library (Free in the UK)
<http://www.cochranelibrary.com>
- Point of care information tools
 - Best Practice, Clinical Evidence, DynaMed, UpToDate...
- Bibliographic databases
 - CINAHL, Embase, Medline, PsycINFO, Scopus...
- Electronic text-books & reference sources
- Look at what's available via OxLIP+
<http://oxlip-plus.bodleian.ox.ac.uk/>

Tip 5: Formulating a search strategy

- Get participants to work in groups, large or small to put together a search strategy
- By brainstorming they will learn from each other—balancing out levels of expertise & language abilities
- Introduce AND/OR to combine search terms, MeSH searching, truncation & phrase searching
- Demonstrate how to enter the search terms on a database or web-site
- Discuss the difference between a quick search and a systematic review search
- Are you going to do this in the class, as an online activity only or as a blended learning module?
