



GÖTEBORGS UNIVERSITET
FILOSOFI, LINGVISTIK OCH VETENSKAPSTEORI



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MASTER I EVIDENSBASERING

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The Many Faces of Evidence – A Close Look at Evidence- Based Practice

Ingemar Bohlin och Morten Sager (Eds)
Arkiv Förlag, 2011



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POLICY

KRIMINALVÅRD

MED MERA

MED MERA

MEDICINEN

SOCIALT
ARBETE

PSYKOLOGI

MANAGEMENT
PEDAGOGI
K

In the shadow of the evidence



Lighting always create shadows. What is out there?
How do we search where
there no light
(yet)?
Pupils
Practitioners
"Tacit knowledge"



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The approach

- My vantage point:
 - Theory of science, i.e. philosophy, sociology and history of science
 - Lack of competence (and infrastructure...)
- Practical skills
- and critical perspectives
- Orthodox "Evidence"
- and pluralist views on evidence
- Why do they have to be combined?
 - REAL vs. RUBBISH EBM
 - Not enough with "complexity"
- How can practical skills and critical analysis all be combined in one master's programme?



Developing the programme

- My faculty: the Humanities, Liberal arts.
- Reference group at University of Gothenburg
 - Eleven departments and centres including the Sahlgrenska Academy (Medicine, Public Health etc), the Business school, the departments of psychology, social work, public administration, education.



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External reference group



STATENS BEREDNING FÖR
MEDICINSK UTVÄRDERING



VÄSTRA
GÖTALANDSREGIONEN



Folkhälsomyndigheten



Göteborgs
Stad

Recently: Close collaboration with The Swedish Institute for Educational Research (Skolforskningsinstitutet)



- Practical assessment of the usefulness and the consequences of systematic reviews in education
- Training of nine teachers in one course at the master's programme (15 ECTS)
- Now: implementation of some of the findings of systematic reviews

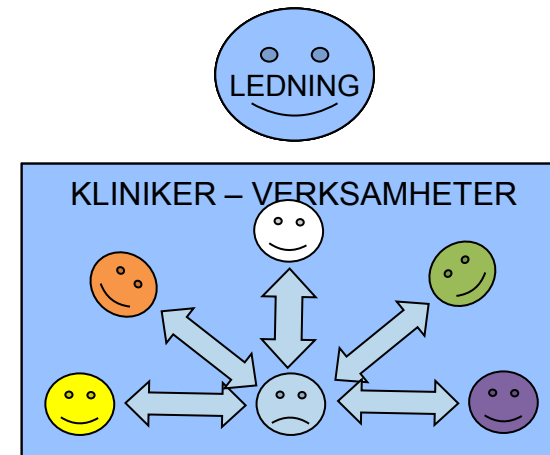


Who enrolled?

- Students
 - 20 students, mostly part-time studies
 - Many professionals from the various welfare sectors: teachers, physicians, social workers, psychologists, nurses, physiotherapists, teachers
 - Wide age span: from management to "fresh-baked students". Born 1957-1987.

Can the two types of skills be combined?

- Methods AND perspectives. Tools AND reflections.
- Learning in relation to ordinary work-place and work task.
- Multi-disciplinary meetings. Many perspectives on the same thing.
 - Health care, social care and education





Evidence-basing

- Broad definition
 - Intention in the welfare sector on various levels:
"EBM" according to the Swedish National Encyclopedia:
term that expresses the principle that every intervention shall be based on the best (most reliable) knowledge available at the moment of decision.
- What's new?
- Nothing...



Well... yes!

- The proliferation of methods, tools, or...

	...different kinds of formalizations
	PICO-searches Databases MeSH-terms Appraisal templates Metaanalysis GRADE Priority setting Guidelines CONSORT DECIDE

Increased

- Transparency and systematics
- Reproducibility
- Simplified communication of strength of evidence
- National and international collaborations



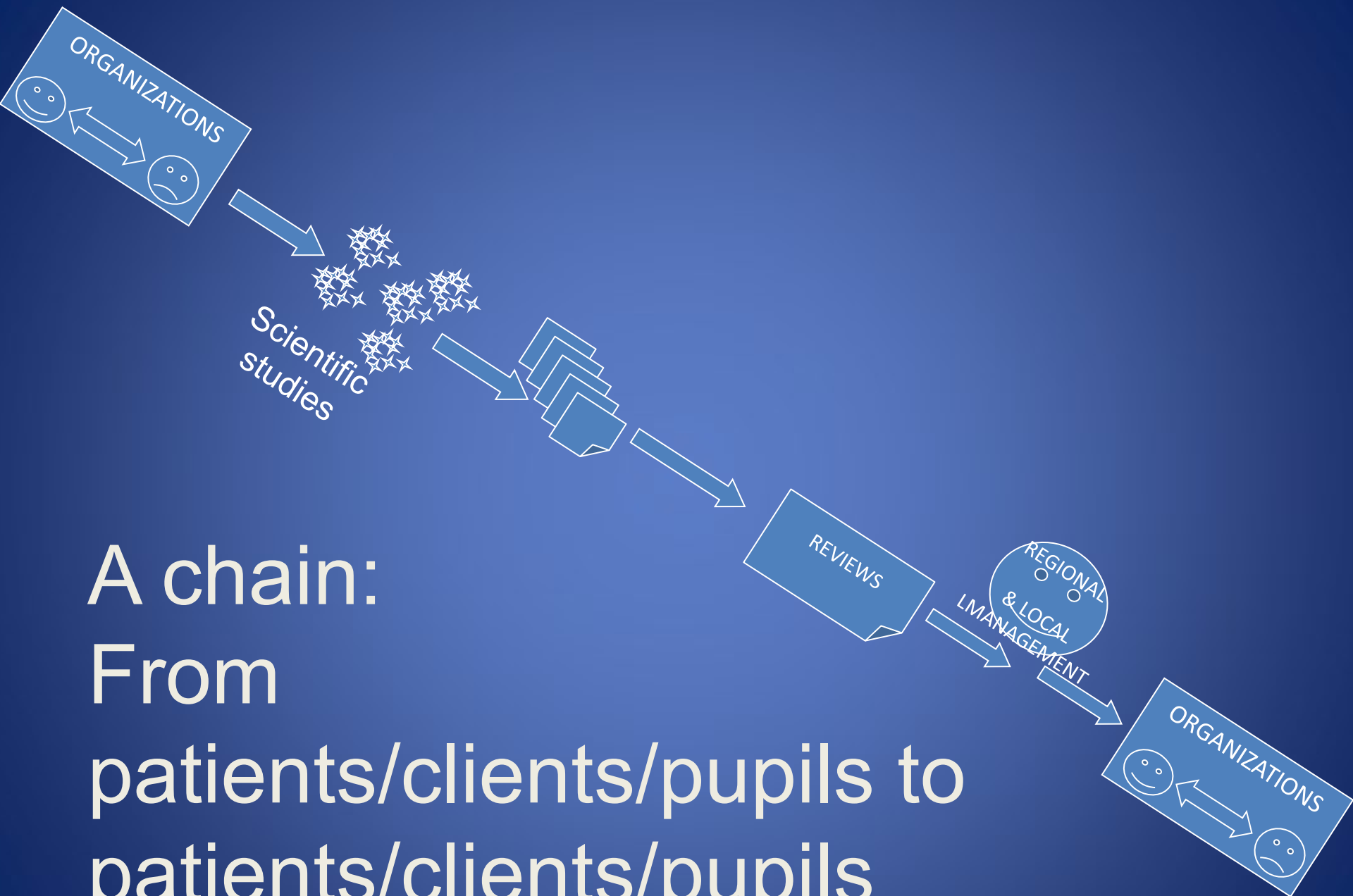
Internal validity



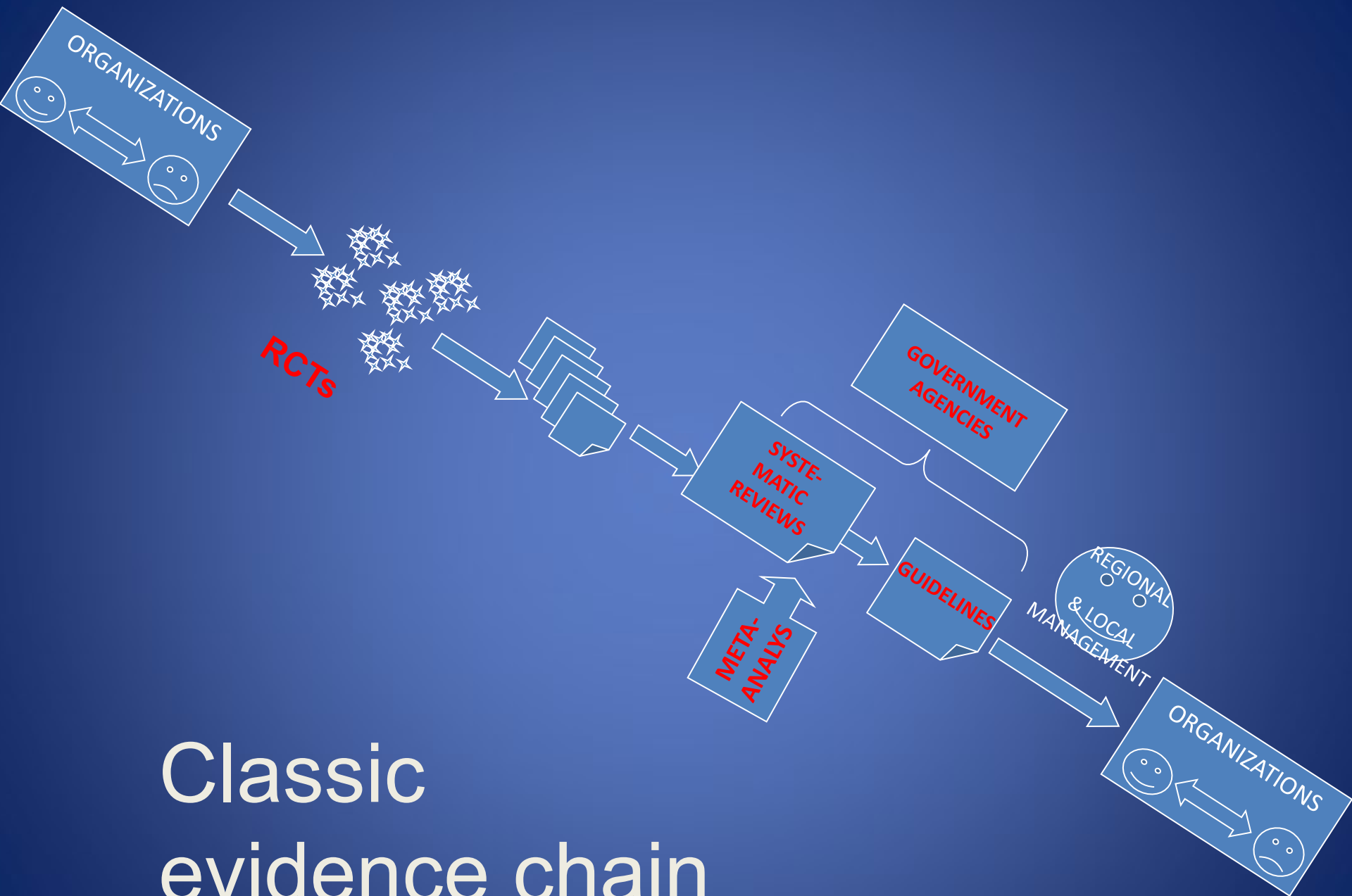
Hierarchy



	GUIDELINES/ MANUALS
	DO THIS And this And this Then this och så här och så här Och sedan så här och så här och så här och så här



A chain:
From
patients/clients/pupils to
patients/clients/pupils



Classic evidence chain

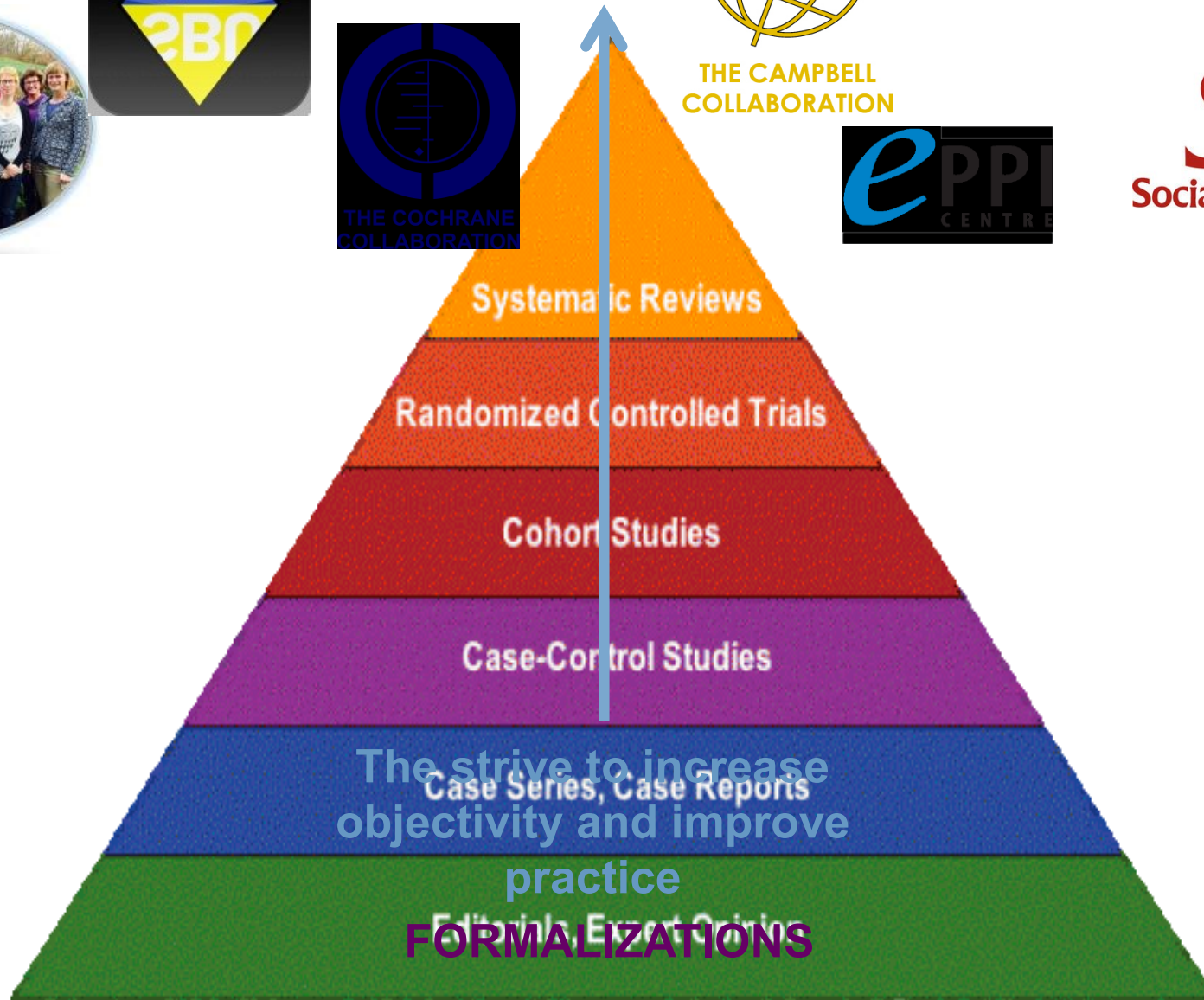
Master's in evidence-basing



THE CAMPBELL
COLLABORATION

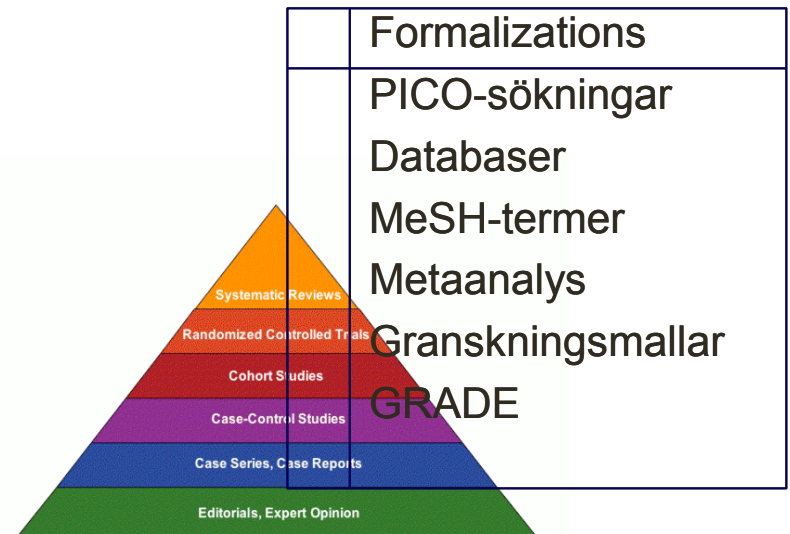
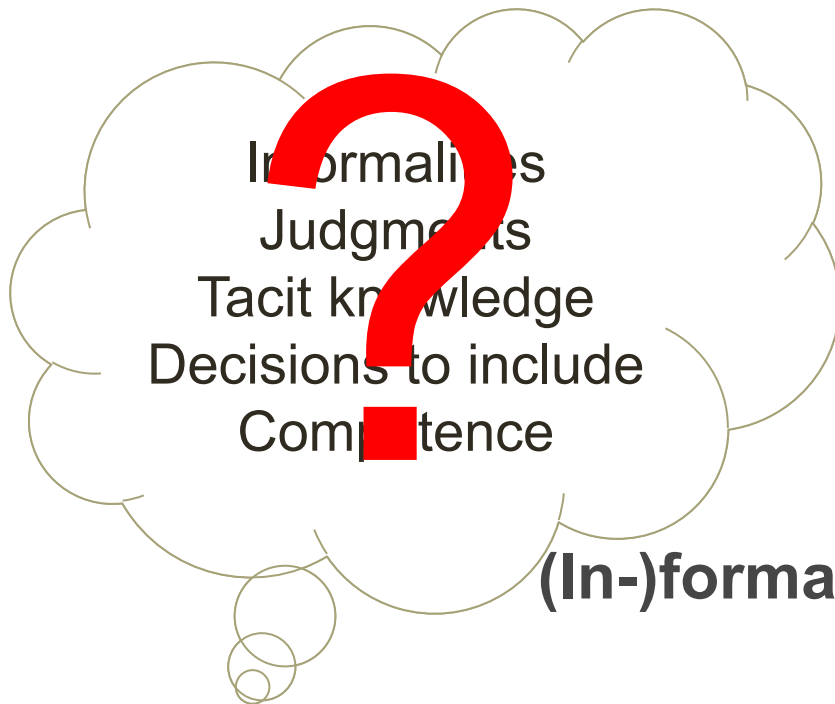



Socialstyrelsen

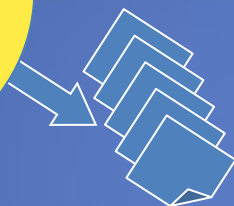
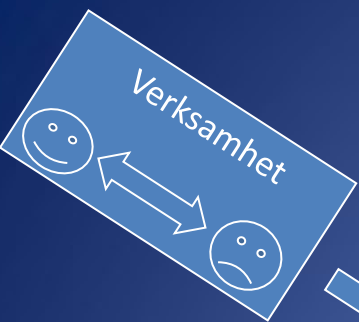


JUDGMENTS

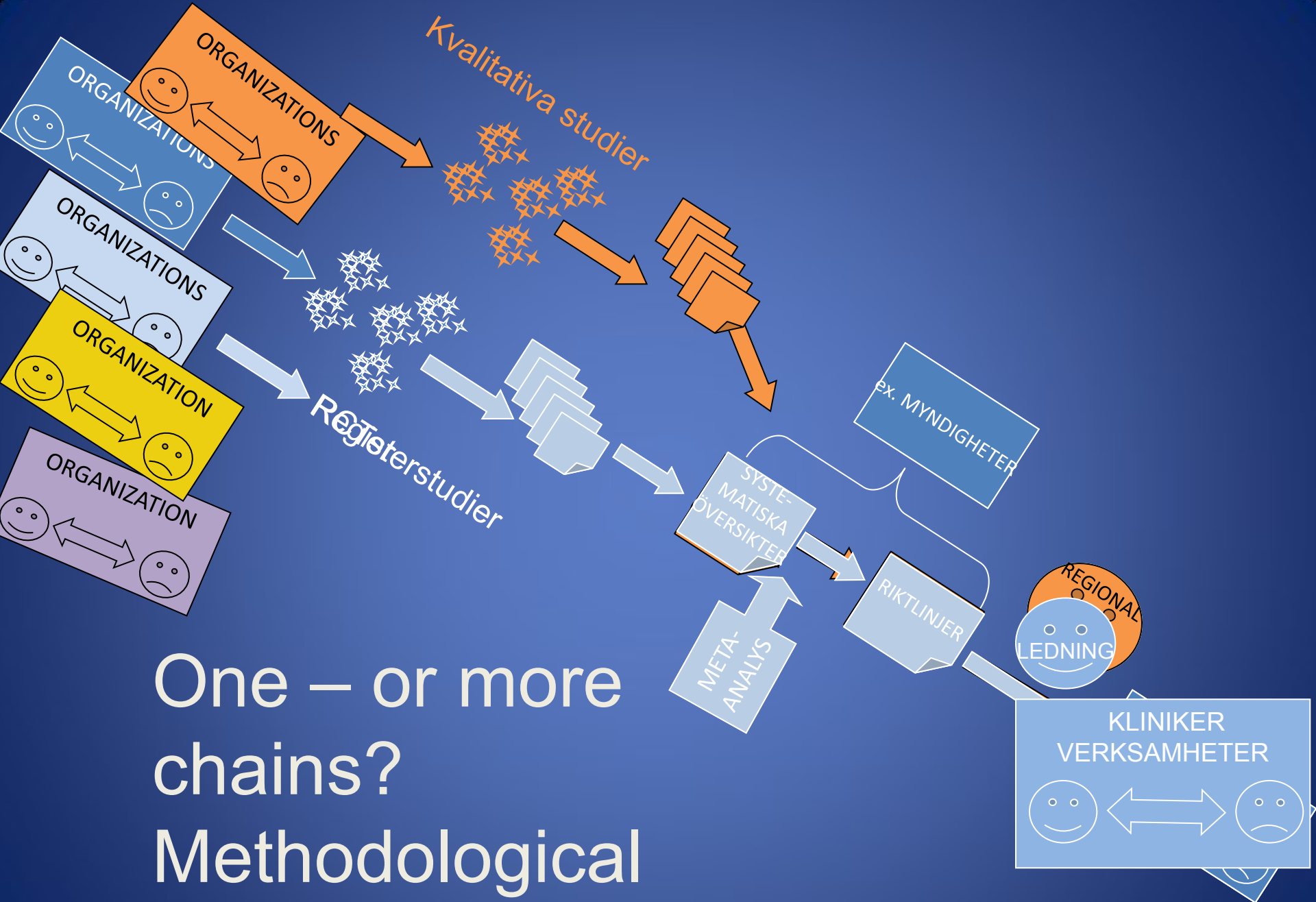
(Sager & Bohlin 2011) Formalizations and judgments interacting



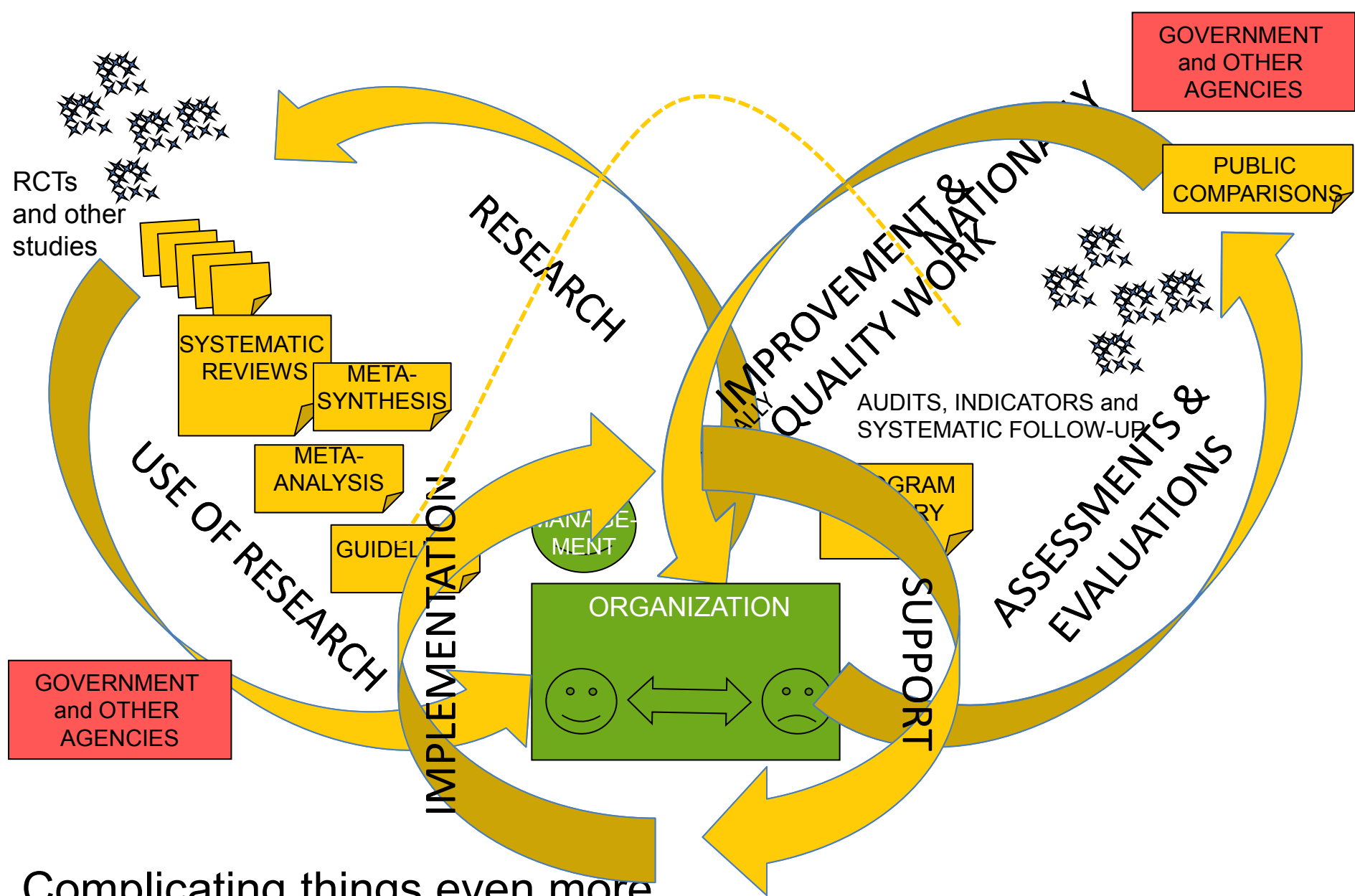




What you need
to learn to use
evidence

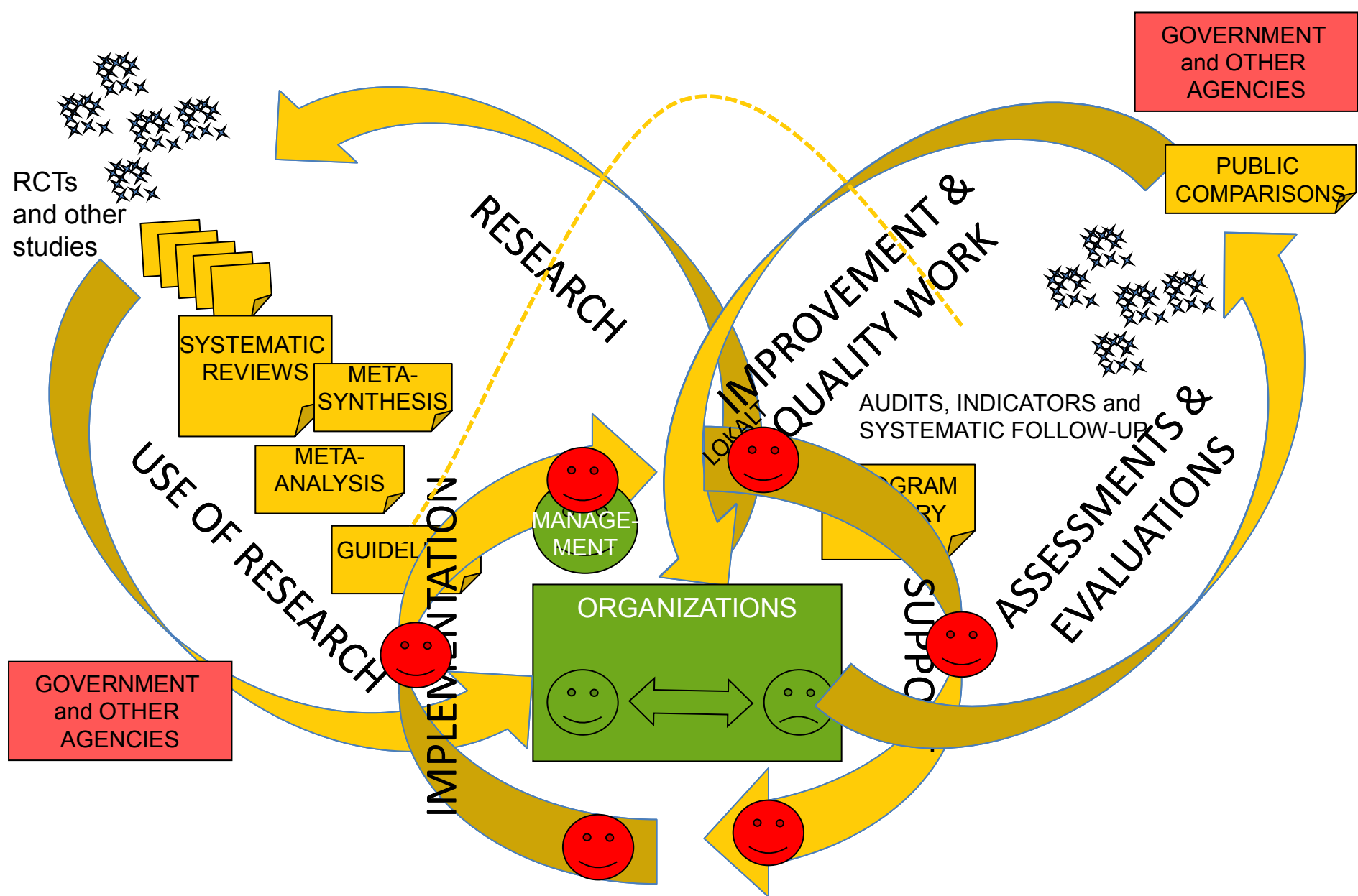


One – or more
chains?
Methodological
pluralism

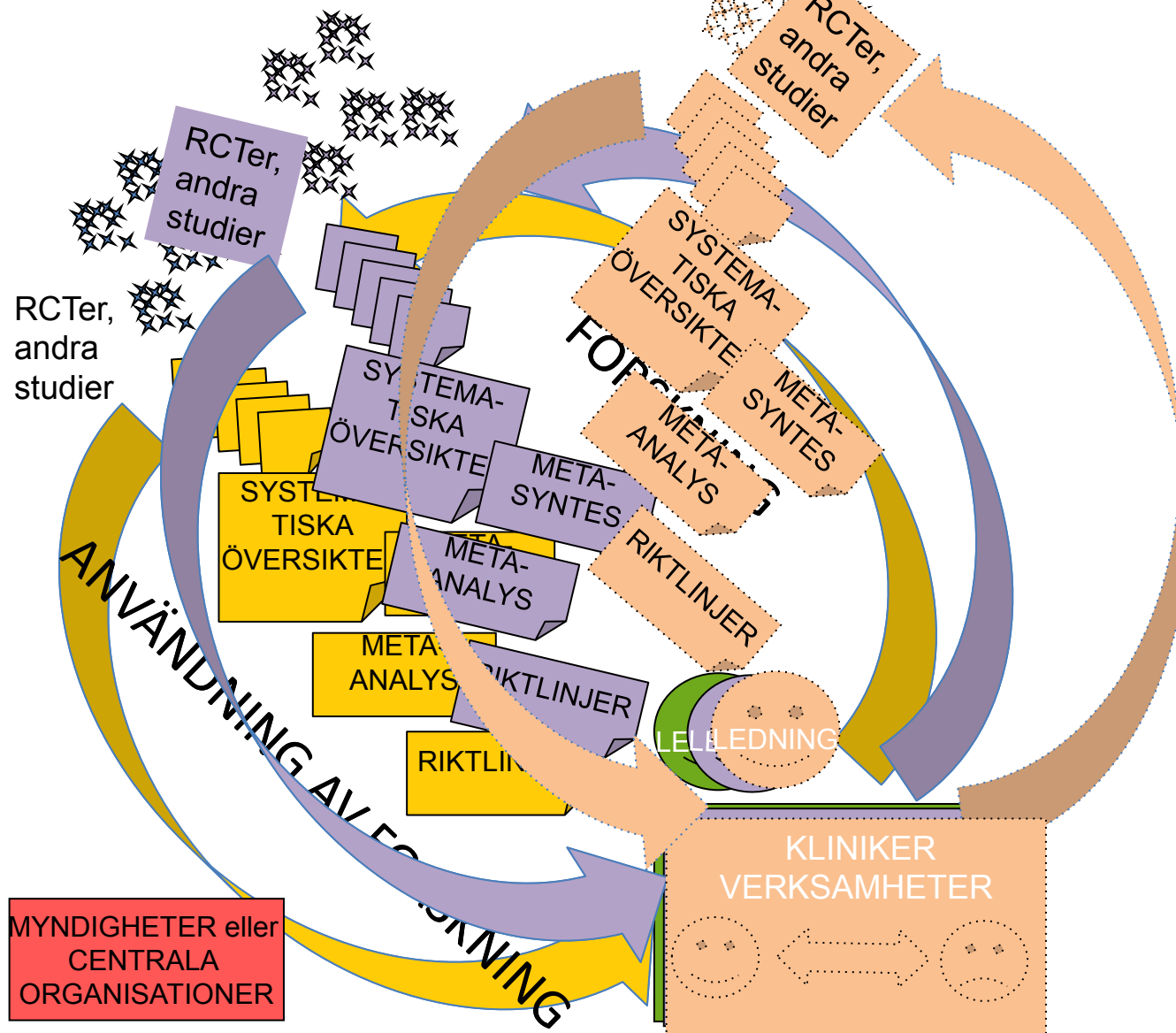


Complicating things even more

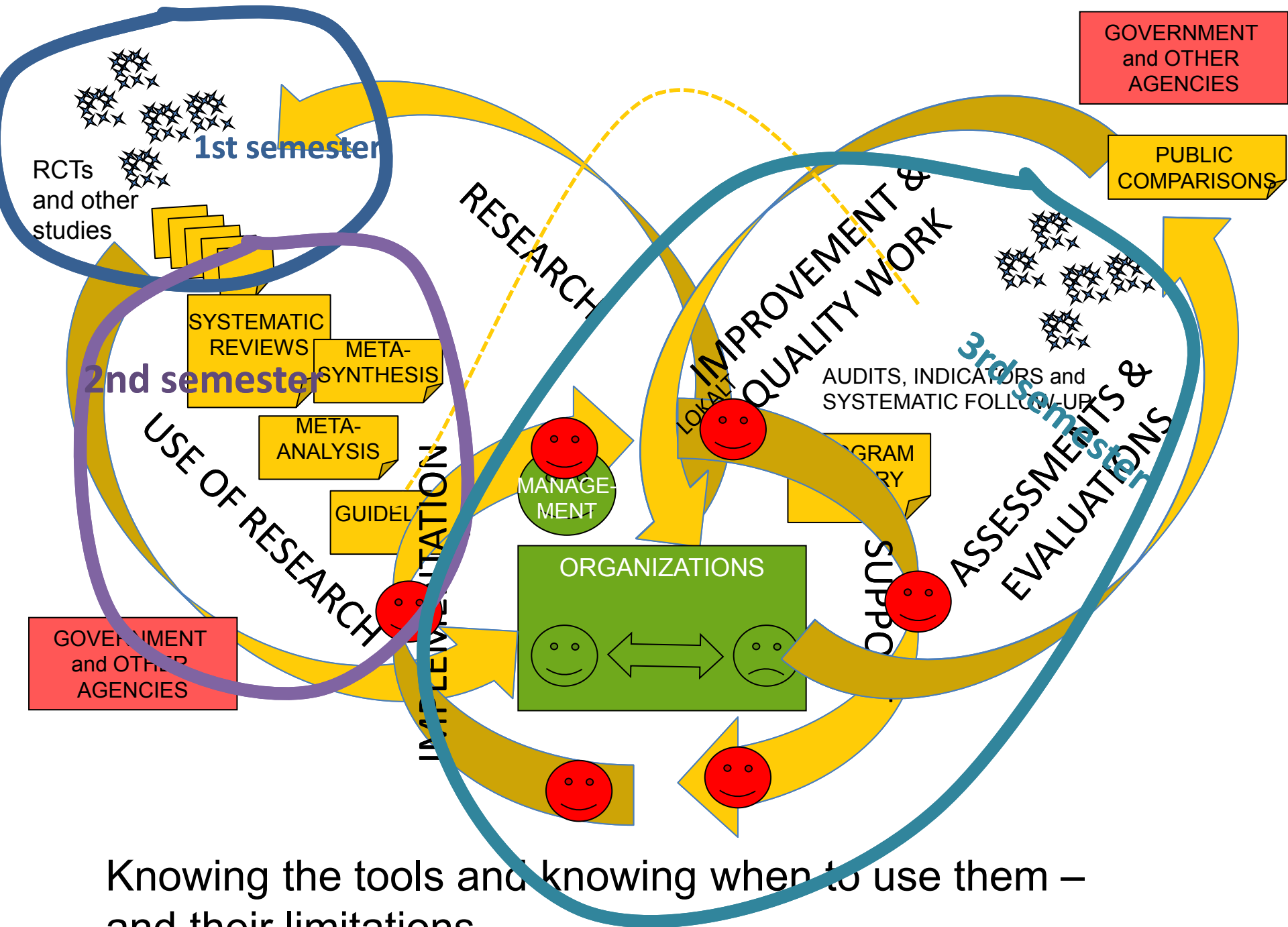
"Evidence-basing = How are organizations affected by new knowledge?"



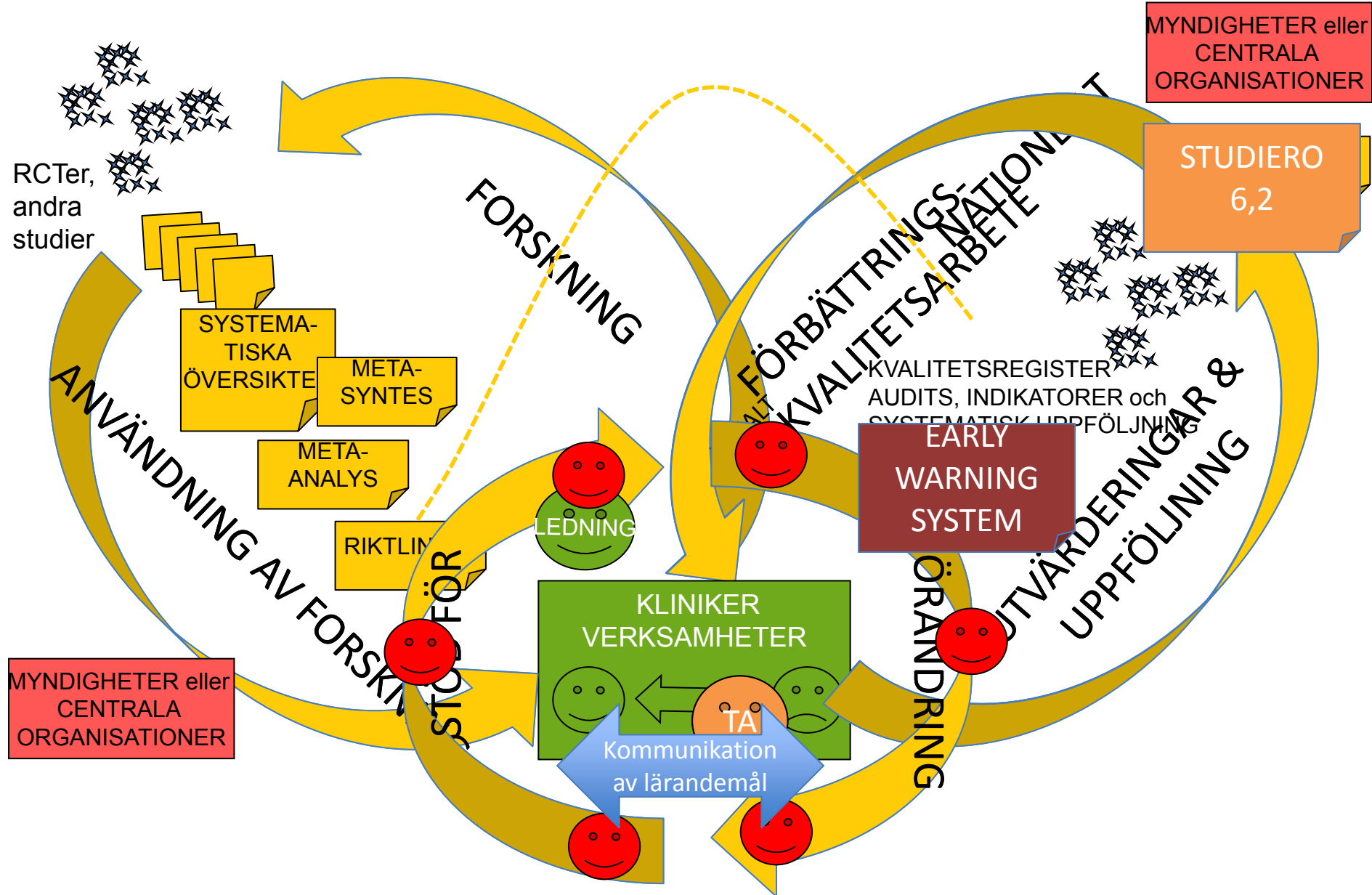
Knowing the tools and knowing when to use them –
and their limitations.



Evidence for *what* organization?



Knowing the tools and knowing when to use them – and their limitations.



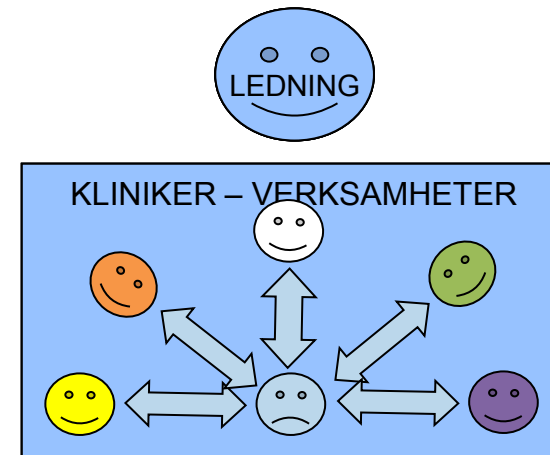
EVIDENSBASERING 2.0:

Hur påverkas organisationer av ny kunskap?



Pedagogical model

- Methods AND perspectives. Tools AND reflections.
- Learning in relation to ordinary work-place and work task.
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Thanks!