Additional File 1: EIDM Workshop Session Topic Areas, Aims, and Resources

Topic Area	Aims of Large Group Sessions	Aims of Small Group Sessions		Resources
		All Groups	Dependent per Group	
Introduction to EIDM	• The historical perspective is described • The components of the Model for EIDM [1; 2] are described • The steps of EIDM [2] are described • "What is evidence?" is discussed • Factors influencing EIDM are identified and discussed	• Define evidence-informed decision making (EIDM). • Describe the potential impact of EIDM in practice, program, and policy decisions. • Describe the current limitations of EIDM. • Identify facilitators and barriers to EIDM at individual, organizational, and policy levels.		
Searching for the Best Evidence	• Format for framing questions is discussed • The Hierarchy of Pre-Appraised Evidence [3] is presented • The use of pre-appraised sources of evidence is explained and demonstrated	• Develop answerable quantitative questions using the PICO [P = patient(s)/population; I = intervention; C = comparison, O = outcome(s)] and qualitative questions PS [P = patient(s)/population; S = situation] acronyms • Identify databases and sources for locating the best available evidence, including pre-		

	• Resources to search for the best evidence are explained an demonstrated	processed evidence • Describe and implement search strategies for accessing evidence through major databases and sources. • State relevant questions using the components of PICO and PS		
Critical Appraisal	•	• Identify the features, advantages, and disadvantages of different quantitative study designs • Differentiate between a systematic review, a meta-analysis, and a meta-synthesis • Identify sources of bias in quantitative research study designs • Understand and apply the critical appraisal criteria relevant to quality assessment of: a) therapy/intervention studies, b) systematic reviews/meta-analysis, and c) practice guidelines • Understand and interpret important statistical concepts such as odds ratios, relative risks, numbers needed to treat, and confidence intervals. • Interpret the meaning and precision of study results, including the size and precision	• Identify different types of qualitative research study designs • Distinguish between association and causation. • Distinguish between clinical and health services interventions. • Understand and apply the critical appraisal criteria relevant to quality assessment of a) qualitative studies, b) causation/harm studies, and c) health services intervention studies	Online Learning Modules • National Collaborating Centre for Methods and Tools (http://learning.nccmt.ca/en/) • Canadian Institute of Health Research (http://www.cihr-irsc.gc.ca/e/39128.html) Critical Appraisal Tools • Compendium of Critical Appraisal Tools for Public Health Practice [4]

		of the treatment effect and understanding of figures produced for meta-analyses • Discuss the process of adopting or adapting practice guidelines		
Knowledge Transfer & Dissemination	• Ways in which research evidence is used are identified • Resources for EIDM to address organizational and individual barriers are identified	• Apply study results to decisions about clinical practice questions • Compare and contrast models for knowledge transfer and dissemination used by health care practitioners and policy makers. • Identify effective implementation strategies to facilitate EIDM in for decisions in education, patient care, management, and health care/policy decisions • Explore and critique advanced strategies to facilitate EIDM, such as practice guidelines and decision support tools		• Applicability and Transferability of Evidence Tool [5] • From Research to Practice: A Knowledge Transfer Planning Guide [6] • Registered Nurses Association Toolkit: Implementation of Clinical Practice Guidelines [7]

References

1. DiCenso A, Ciliska D, Guyatt G: **Introduction to evidence-based nursing**. In *Evidence-based nursing: A guide to clinical practice*. Edited by DiCenso A, Ciliska D, Guyatt G. S. Louis, MO: Elsevier Mosby; 2005: 3-1).

2. National Collaborating Centre for Methods and Tools. **A Model for Evidence-Informed Decision-Making in Public Health**. 2012 http://www.nccmt.ca/pubs/FactSheet_EIDM_EN_WEB.pdf

3. DiCenso A, Bayley :L, Haynes B: Accessing pre-appraised evidence: **Fine-tuning the 5S model into a 6S model**. *Evidence-Based Nursing* 2009, ***12***:99-101.

4. Ciliska D, Thomas H, Buffet C: **A Compendium of Critical Appraisal Tools for Public Health Practice (Revised)**. 2012 http://www.nccmt.ca/pubs/CompendiumToolENG.pdf

5. Buffett C, Ciliska D, Thomas H: **Can I use this evidence in my program decision? Assessing applicability and transferability of evidence**. 2007 http://www.nccmt.ca/publications/9/view-eng.html

6. Reardon R, Lavis J, Gibson J:**From Research to Practice: A Knowledge Transfer Planning Guide**. 2006 http://www.iwh.on.ca/system/files/at-work/kte_planning_guide_2006b.pdf

7. Registered Nurses Association of Ontario: **Toolkit: Implementation of clinical practice guidelines**. 2002 http://www.rnao.org/Storage/12/668_BPG_Toolkit.pdf