

JB I GIN Preconference Workshop: Analysis and Reporting measures of confidence in qualitative synthesis findings for healthcare decision making: a workshop on rigour and transparency

Aims and objectives of the course

The aim of the workshop is to increase awareness and understanding of qualitative synthesis findings.

The objectives:

- To demonstrate knowledge and understanding of qualitative synthesis and methods to evaluate confidence in using the findings of qualitative synthesis.
- To undertake appraisal of the quality of qualitative research studies.
- To generate a qualitative synthesis following the meta-aggregative approach.
- To evaluate confidence in recommendations arising from qualitative synthesis and create a Summary of Findings Table using ConQual.

How does the course relate to the vision and purpose of G-I-N/JBI and/or the conference theme?

Healthcare policy and decision making is complex and requires consideration of meaningfulness as well as effectiveness of healthcare practices. Developing evidence that is trustworthy and addresses these components assists to inform healthcare practice and is fundamental to the delivery of evidence-based healthcare.

Qualitative evidence synthesis contributes to this field by providing an in depth understanding of the relationship between stakeholders, health systems and the context in which healthcare is being delivered. The findings from qualitative evidence synthesis seek to establish meaning to the values and preferences end users place on health and social interventions. This workshop will assist attendees to develop and increase their understanding and skill of qualitative evidence synthesis using the meta-aggregative approach and importantly to be able to establish the level of confidence in the synthesized findings.

Detailed program and timetable, including overall length of course

Duration: Half Day

Time		
1400-1430	Introductions & workshop overview	
1430-1530	Assessing quality of qualitative research studies	Group activity: In pairs attendees will evaluate the quality of two qualitative research studies using the JBI critical appraisal tool for qualitative research
1530-1630	Synthesising Qualitative Evidence using Meta-aggregation	Group activity: In pairs attendees will, using a meta-aggregative approach, extract findings from the two qualitative studies, categorize findings and develop synthesised findings.
1630-1730	Establishing confidence in qualitative synthesis findings	Group Work: Attendees will develop a Summary of Findings Table using ConQual approach.

1730-1800	Closing discussion and summation	Facilitated discussion on the strength of qualitative synthesis findings for healthcare practice.
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Kylie Porritt

Dr Kylie Porritt is a Senior Research Fellow for the Implementation Science program of the Joanna Briggs Institute, University of Adelaide and an active contributor to the field of evidence based health care. She is an experienced, published researcher having been involved in the conduct of multiple systematic reviews and various health related research projects. She has a particular interest in developing methodology for the synthesis of qualitative evidence and played an integral role in the development of the meta-aggregative approach to qualitative evidence synthesis and ConQual, a method for assessing the confidence of qualitative evidence synthesis findings. In her current role she is the Program Manager of the Implementation Science team and Academic lead for the Cardiovascular Care and the Emergency and Trauma specialty. She is also chair of the Implementation Science Methods Group. She is passionate advocate for evidence-based healthcare and the implementation of evidence into clinical practice.

Catrin Evans

Dr Catrin Evans is a nurse and Associate Professor in the University of Nottingham, School of Health Sciences. She is a Fellow of the UK Higher Education Academy.

Dr Evans' research programme focuses on two main areas: maternal, sexual and reproductive health, and internationalisation in the context of healthcare higher education. Underpinning both areas is a passion for capacity development and promoting evidence-based practice. Dr Evans is co-Director of the University of Nottingham's Centre for Evidence Based Healthcare (CEBHC), a Centre of Excellence within the Joanna Briggs Institute (JBI) network. Dr Evans is a JBI-accredited systematic review trainer. She has undertaken systematic reviews and clinical guideline development funded by a wide range of national and international research organisations. She has particular expertise in qualitative research and qualitative evidence synthesis, using a variety of methodological approaches, including meta-aggregation.

Craig Lockwood

Associate Professor Craig Lockwood

Director Implementation Science, The Joana Briggs Institute

Chair G-I-N Implementation Working Group

Adjunct Associate Professor Queens University Canada

Craig is the director for the Joanna Briggs Institute Implementation Science program, and has worked across each of the Institutes core programs since 1996. Craig's interests include developing and evaluating methods to promote the translation of knowledge to policy and practice, the advancement of evidence-based healthcare through the development of tools, resources and skill learning opportunities for clinicians and methodological developments in the fields of guideline development and qualitative synthesis.

A past plenary speaker and workshop lead at G-I-N Lyon and G-I-N Amsterdam, currently Craig is Chair for the G-I-N IWG, and a member of the Australia and New Zealand G-I-N Community. He enjoys teaching and facilitation; regularly delivering workshops and short-courses at international conferences and events. Craig has published widely on systematic review methods and methodology, implementation, knowledge translation, and is principal research lead for a study of guideline adaptation, facilitation and

implementation with colleagues from Queens University, Canada where he holds an Adjunct role as Associate Professor.

Target audience, including maximum number of participants

Guideline Developers, Clinicians, Academics, Researchers with a basic understanding of qualitative research.

Proposed teaching methods

Audio and visual presentations, didactics, written handouts and group work.

Attendees may bring a laptop but a laptop is not essential; electronic and paper copy workbook will be provided.