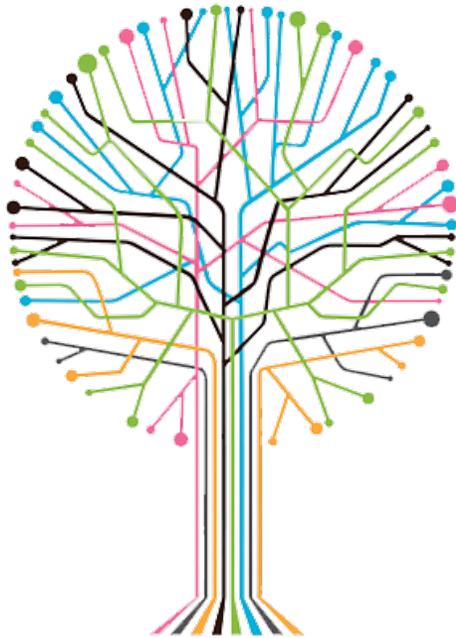


Self evaluation of training capacity



The Global Evidence
Synthesis Initiative

Tamara Lotfi,
Global Evidence Synthesis Initiative (GESI) Secretariat Coordinator
Department of Internal Medicine, Faculty of Medicine
Department of Epidemiology & Biostatistics, Faculty of Health
Sciences
American University of Beirut

American University of Beirut (AUB)

Established in 1866



Listed in *The Most Beautiful Universities in the World*, 2015, by Jean Serroy



American University of Beirut (AUB)

P.O.Box 11-0236 Riad El-Solh Beirut [View map](#)



Add to shortlist



Compare

QS Global World Ranking ⓘ

#235

Status ⓘ

Private

Research Output ⓘ

High

Total Students ⓘ

8,239

Academic Faculty Staff ⓘ

996

QS World University Ranking
#235



QS WUR By Subject Ranking
#151-200

Graduate Employability Ranking
#41

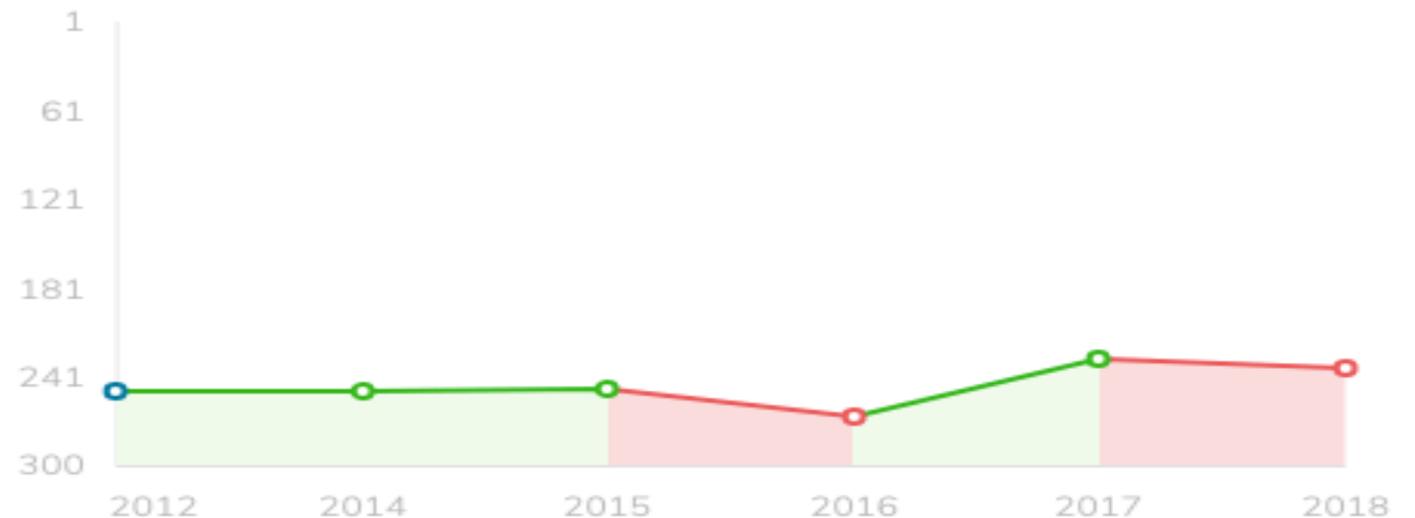
Arab Region Rankings
#1

QS World University Ranking

Chart

Data

Starting Rank (blue circle) Ranked Higher (green circle) Ranked Lower (red circle)



Outline

- Cochrane Reviews in 5 sentences
- Cochrane review: Preparation
- Training capacity in conducting SRs:
Self-evaluation
- Assessing the impact of training
- The experience of the Clinical Research Institute at AUB
- Capacity building framework

Cochrane Reviews

- Systematic reviews seek to collate all evidence that fits pre-specified eligibility criteria in order to address a specific research question.
- Systematic reviews aim to minimize bias by using explicit, systematic methods.
- The Cochrane Collaboration prepares, maintains and promotes systematic reviews to inform healthcare decisions (Cochrane reviews).

Cochrane Reviews

- Cochrane reviews are published in the Cochrane Database of Systematic Reviews in The Cochrane Library.
- The Cochrane Handbook for Systematic Reviews of Interventions contains methodological guidance for the preparation and maintenance of Cochrane Intervention reviews and Cochrane Overviews of reviews.

Cochrane review: Preparation

Cochrane review: Preparation

1. The publication of protocols for Cochrane reviews in the Cochrane Database of Systematic Reviews (CDSR) prior to publication of the Cochrane review:

- reduces the impact of authors' biases,
- promotes transparency of methods and processes,
- reduces the potential for duplication, and
- allows peer review of the planned methods.

Cochrane review: Preparation

2. Cochrane reviews, and protocols for reviews, are prepared in the Cochrane Collaboration's Review Manager (RevMan) software and have a uniform format.

3. Titles for Cochrane Intervention reviews are agreed by and registered with Cochrane Review Groups (CRGs), who then manage the editorial process of publishing protocols and reviews.

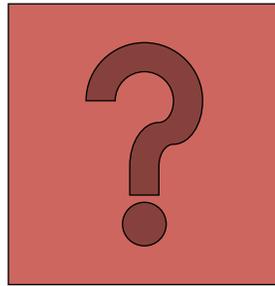
Cochrane review: Preparation

5. Cochrane reviews are prepared by teams.
6. There are guidelines for co-publication of Cochrane reviews in other journals.
7. The Cochrane Collaboration has a code of conduct for avoiding potential financial conflicts of interest.

Cochrane review: preparation challenges

- The main resource required by a systematic review authors

is



Cochrane review: preparation challenges

- The main resource required by authors is their own **time**.
- The workload associated with undertaking a review varies depending on:
 - the topic of the review,
 - the number of studies,
 - the methods used (e.g. the extent of efforts to obtain unpublished information),
 - the experience of the authors, and
 - the types of support provided by the editorial team

Cochrane review: preparation challenges



Tasks involved:

- training,
- meetings,
- protocol development,
- searching for studies,
- assessing citations and full-text reports of studies for eligibility,
- assessing the risk of bias of included studies,
- collecting data,
- pursuing missing data and unpublished studies,
- analyzing the data,
- interpreting the results and writing the review,
- keeping the review up to date.

Box 2.3.b Timeline for a Cochrane review

Month	Activity
1–2	Preparation of protocol.
3–8	Searches for published and unpublished studies.
2–3	Pilot test of eligibility criteria.
3–8	Inclusion assessments.
3	Pilot test of ‘Risk of bias’ assessment.
3–10	Validity assessments.
3	Pilot test of data collection.
3–10	Data collection.
3–10	Data entry.
5–11	Follow up of missing information.
8–10	Analysis.
1–11	Preparation of review report.
12–	Keeping the review up to date.

Training capacity in conducting SRs:
Self-evaluation

What are you good at?

What do you need to work on?



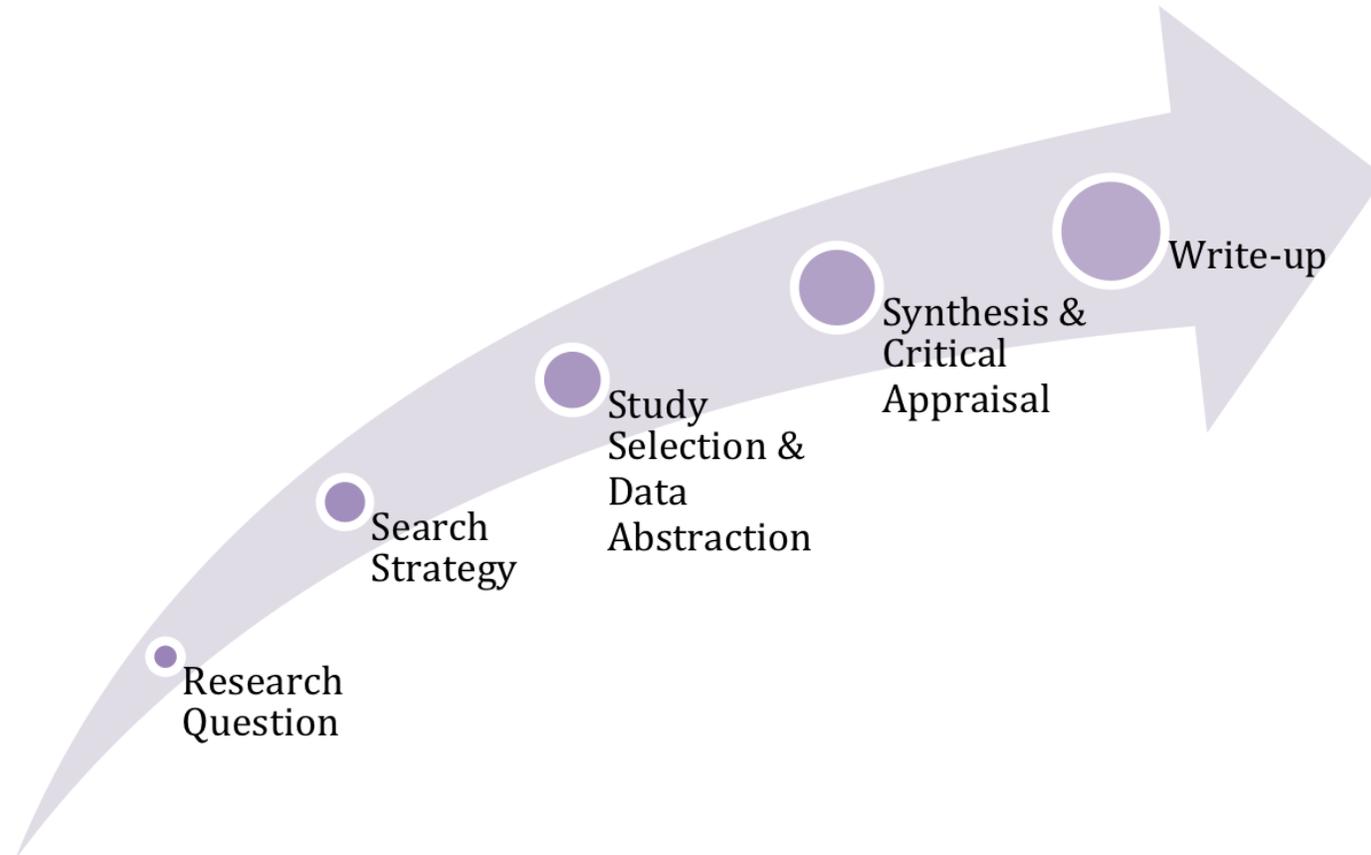
Tasks
involved:

- protocol development,
- searching for studies,
- assessing citations and full-text reports of studies for eligibility,
- assessing the risk of bias of included studies,
- collecting data,
- pursuing missing data and unpublished studies,
- analyzing the data,
- interpreting the results and writing the review,
- keeping the review up to date.

What are you good at?

What do you need to work on?

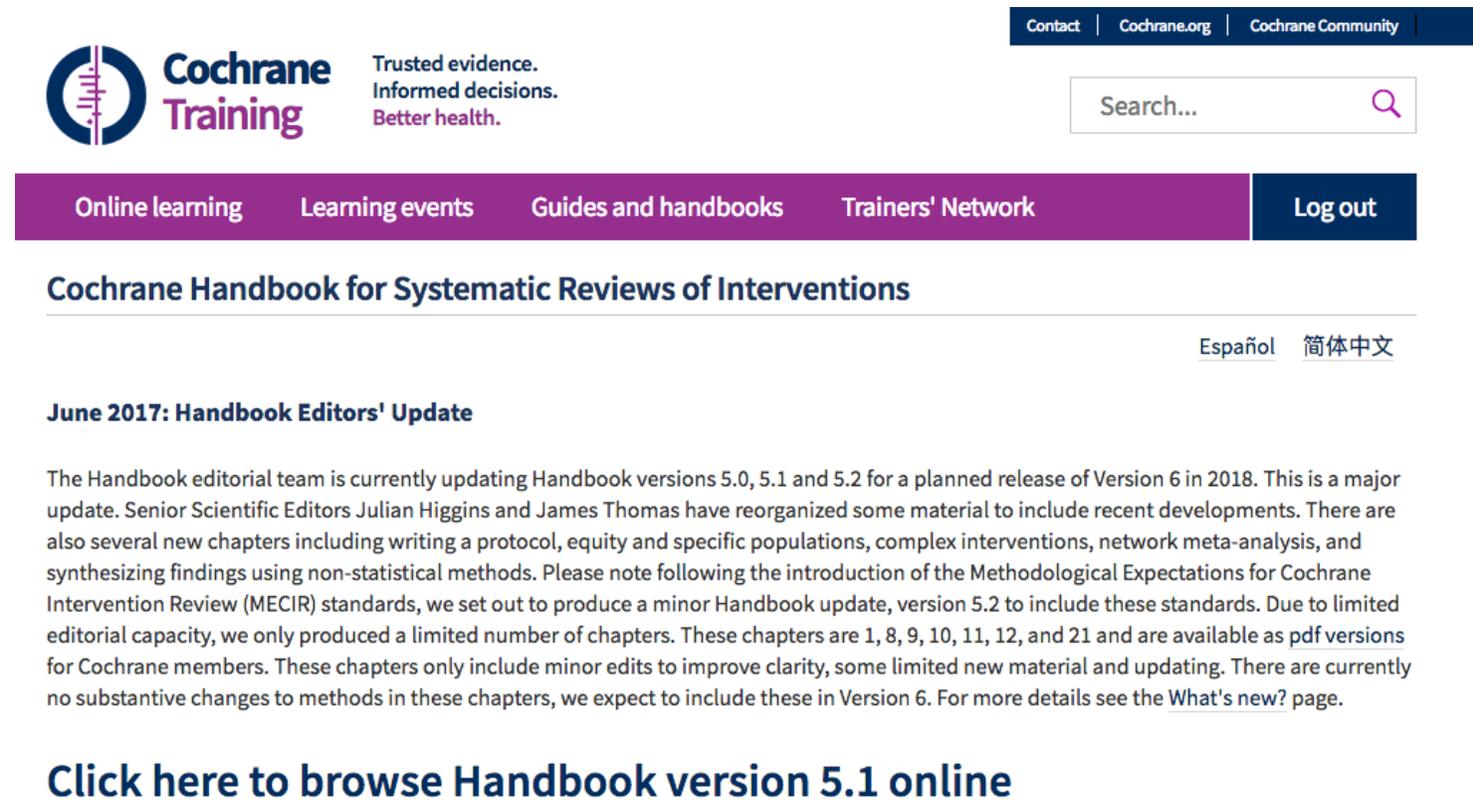
- Identify strengths and weaknesses



What are you good at?

What do you need to work on?

- Identify strengths and weaknesses
- Identify resources for support:
 1. The Cochrane Handbook



The screenshot shows the Cochrane Training website. At the top right, there are links for "Contact", "Cochrane.org", and "Cochrane Community". Below these is a search bar with the text "Search..." and a magnifying glass icon. A purple navigation bar contains the following links: "Online learning", "Learning events", "Guides and handbooks", "Trainers' Network", and "Log out". The main heading is "Cochrane Handbook for Systematic Reviews of Interventions". Below this, there are language options: "Español" and "简体中文". The section title is "June 2017: Handbook Editors' Update". The main text reads: "The Handbook editorial team is currently updating Handbook versions 5.0, 5.1 and 5.2 for a planned release of Version 6 in 2018. This is a major update. Senior Scientific Editors Julian Higgins and James Thomas have reorganized some material to include recent developments. There are also several new chapters including writing a protocol, equity and specific populations, complex interventions, network meta-analysis, and synthesizing findings using non-statistical methods. Please note following the introduction of the Methodological Expectations for Cochrane Intervention Review (MECIR) standards, we set out to produce a minor Handbook update, version 5.2 to include these standards. Due to limited editorial capacity, we only produced a limited number of chapters. These chapters are 1, 8, 9, 10, 11, 12, and 21 and are available as [pdf versions](#) for Cochrane members. These chapters only include minor edits to improve clarity, some limited new material and updating. There are currently no substantive changes to methods in these chapters, we expect to include these in Version 6. For more details see the [What's new?](#) page." At the bottom, there is a link: "[Click here to browse Handbook version 5.1 online](#)".

Contact | Cochrane.org | Cochrane Community

Search...

Online learning | Learning events | Guides and handbooks | Trainers' Network | Log out

Cochrane Handbook for Systematic Reviews of Interventions

[Español](#) [简体中文](#)

June 2017: Handbook Editors' Update

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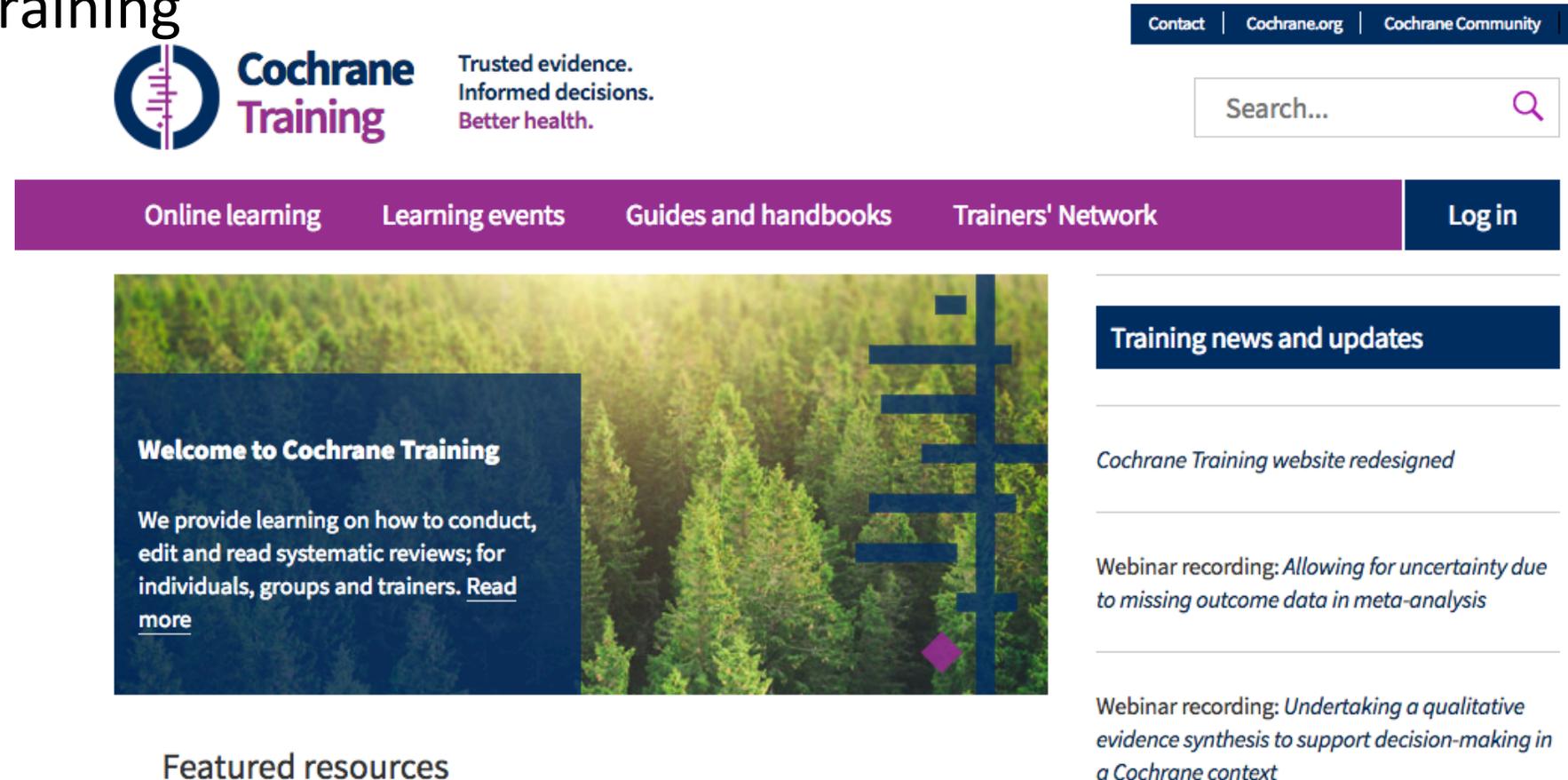
[Click here to browse Handbook version 5.1 online](#)

What are you good at?

What do you need to work on?

- Identify strengths and weaknesses
- Identify resources for support:

2. Online training



The screenshot shows the Cochrane Training website homepage. At the top right, there is a navigation bar with links for 'Contact', 'Cochrane.org', and 'Cochrane Community'. Below this is a search bar with the text 'Search...' and a magnifying glass icon. A purple navigation bar contains the following menu items: 'Online learning', 'Learning events', 'Guides and handbooks', 'Trainers' Network', and 'Log in'. The main content area features a large banner with a forest background. On the left side of the banner, there is a dark blue box with the text: 'Welcome to Cochrane Training', 'We provide learning on how to conduct, edit and read systematic reviews; for individuals, groups and trainers. [Read more](#)'. On the right side of the banner, there is a vertical graphic of a stylized tree with horizontal branches. Below the banner, the text 'Featured resources' is visible. On the right side of the page, there is a section titled 'Training news and updates' with a dark blue header. Below this header, there are three news items: 'Cochrane Training website redesigned', 'Webinar recording: Allowing for uncertainty due to missing outcome data in meta-analysis', and 'Webinar recording: Undertaking a qualitative evidence synthesis to support decision-making in a Cochrane context'.

Contact | Cochrane.org | Cochrane Community

Search...

Online learning | Learning events | Guides and handbooks | Trainers' Network | Log in

Welcome to Cochrane Training

We provide learning on how to conduct, edit and read systematic reviews; for individuals, groups and trainers. [Read more](#)

Featured resources

Training news and updates

Cochrane Training website redesigned

Webinar recording: Allowing for uncertainty due to missing outcome data in meta-analysis

Webinar recording: Undertaking a qualitative evidence synthesis to support decision-making in a Cochrane context



What are you good at?

What do you need to work on?

- Identify strengths and weaknesses
- Identify resources for support:



Trusted evidence.
Informed decisions.
Better health.

Online learning Learning events Guides and handbo

Welcome to Online learning

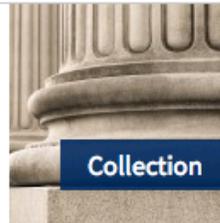
Learning resources relevant to systematic reviews and evidence-based medicine

Welcome to Cochrane Training

We provide learning on how to conduct, edit and read systematic reviews; for individuals, groups and trainers. [Read more](#)

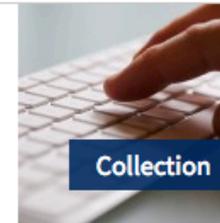
Featured resources

Cochrane methodology



Collection

Core software for Cochrane Reviews



Collection

Editorial policies



Collection

Consumer involvement



Collection

Knowledge translation



Collection

Review author starter kit



Collection

Time Management

What is taking longer than expected?

Box 2.3.b Timeline for a Cochrane review

Month	Activity
1–2	Preparation of protocol.
3–8	Searches for published and unpublished studies.
2–3	Pilot test of eligibility criteria.
3–8	Inclusion assessments.
3	Pilot test of ‘Risk of bias’ assessment.
3–10	Validity assessments.
3	Pilot test of data collection.
3–10	Data collection.
3–10	Data entry.
5–11	Follow up of missing information.
8–10	Analysis.
1–11	Preparation of review report.
12–	Keeping the review up to date.

PredicTER

Predicting Time requirements
for Evidence Reviews

[Home](#) [About](#) [Contact](#)

Home

How long does it take to conduct a systematic review or systematic map?

Review Type <

Planning <

Searching <

Screening <

Data Extraction, Appraisal & Synthesis <

Reporting <

About PredicTER

196 days

Total Time Taken (0.8 FTE)



157 days

Full-Time Equivalent

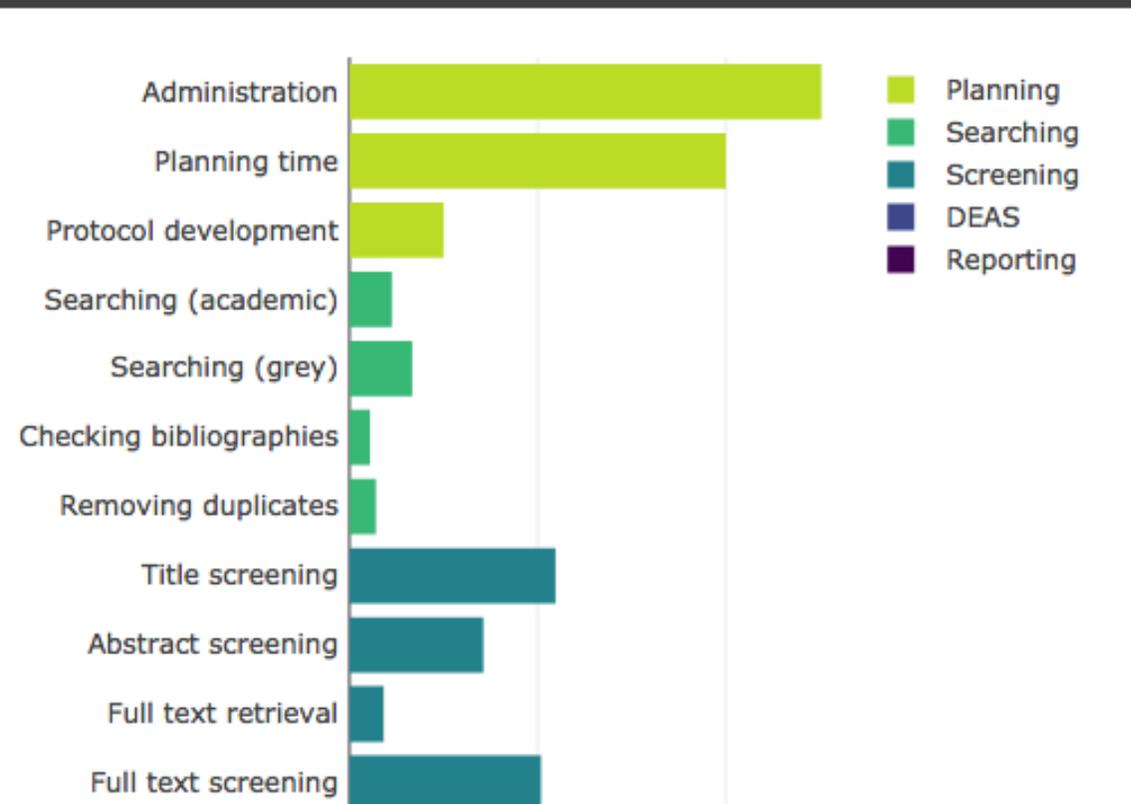


25 days

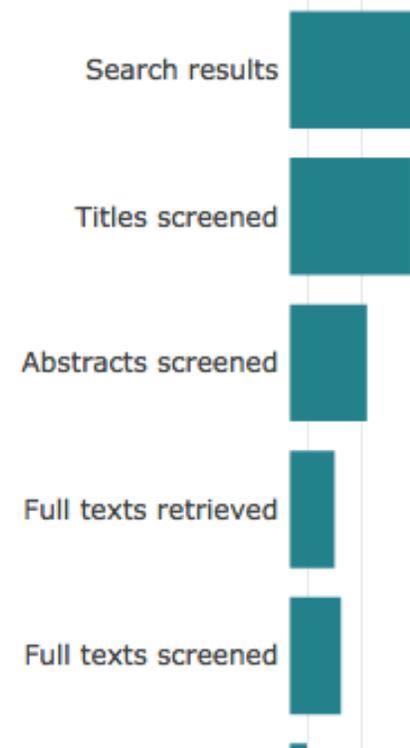
Administration



Number of Days



Number of Articles



Assessing the impact of training

Assessing the impact of training:

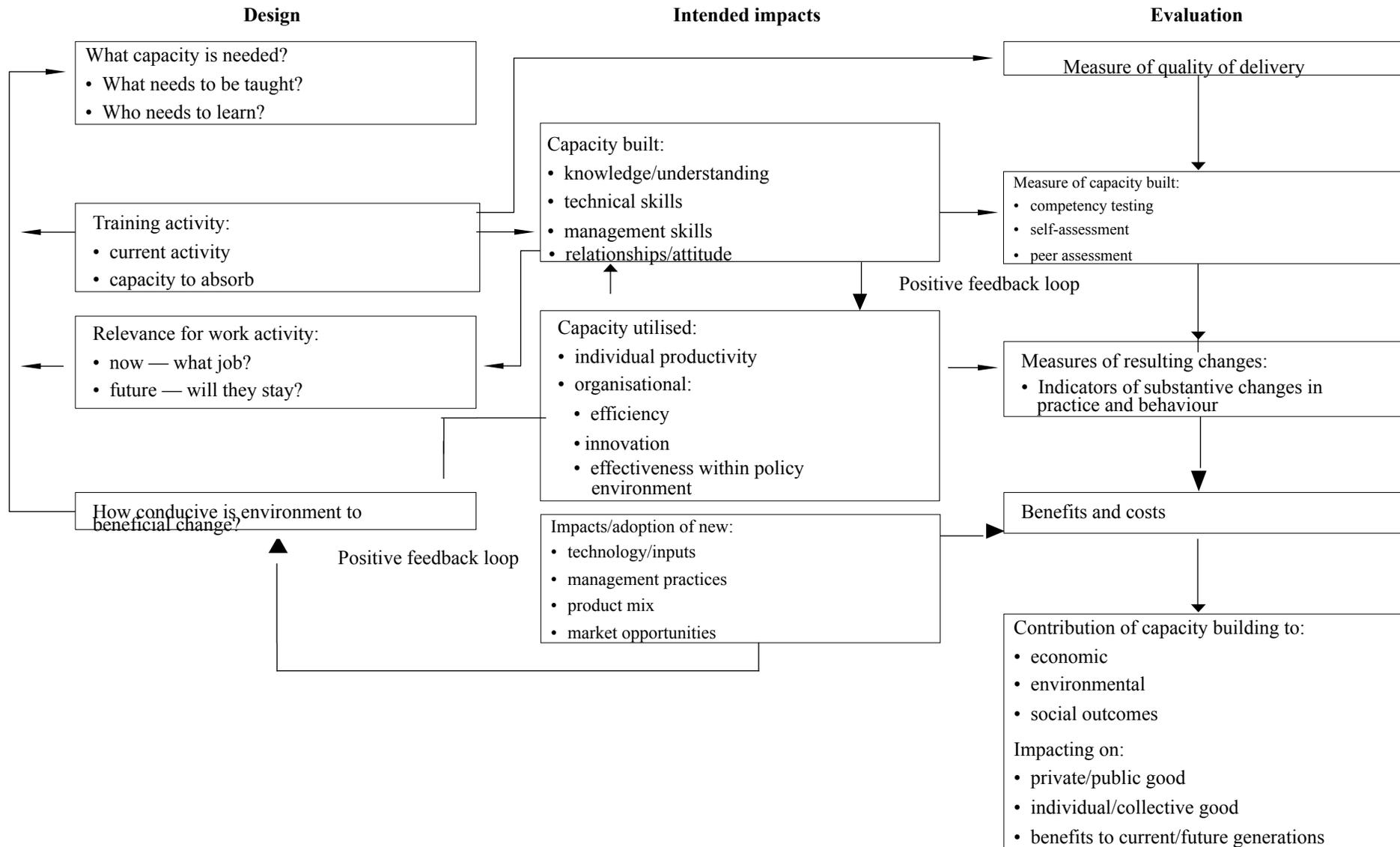
Individual

- What knowledge and skills from the training do you apply regularly in your duties?
- What aspects of the training (knowledge, skills, networks etc) do you pass on to others?
- What are the main benefits to you personally from the training?
- What factors (if any) have hindered you from using your skills and knowledge gained from the training on return?

Institutional

- What are the main benefits of the training to the organization, particularly in terms of efficiency, innovation and effectiveness in the policy environment?
- What technical outputs or policy and/or marketing recommendations have been developed as a result of the training?

Pre-set framework



The Clinical Research Institute at AUB

Training Researchers (students, research fellows)

- Preparation ahead of time
- Building skills in terms of small group facilitators
- Facilitators must have experience with facilitation
- Will acquire teaching skills through facilitation

The Clinical Research Institute at AUB

- Guidelines for facilitators



FORM: REU Guidance for Developing A Training Workshop

REU.CRI

LAST UPDATED
June 07, 2017 - v 1.3

PAGE
1 of 9

Guidance for developing a training workshop

Planning the workshop:

10-12 weeks prior to the workshop:

- Develop a concept note (see template in appendix 1)
- Meet with the activity coordinator and plan for timing, venue, maximum number of attendees and a 'save the date' announcement
- Recruit presenters and facilitators
- Consider whether a dry run/rehearsal is needed

2 to 4 weeks prior to the workshop:

The Clinical Research Institute at AUB

- Sessions include a lot of hands on → opportunities to engage
- Small group discussions allow both staff and attendees to have a better experience
- Feedback
- Development plan: provide opportunities based on interest, e.g. *those expressing interest in teaching have chances to do so*
- No monetary compensation for workshops on weekends, but a compensatory day off

The Clinical Research Institute at AUB

- Junior scientists get to lead
- Team includes information specialist
- Participation in international conferences
- Continuous discussions
- Mentorship: includes discussion of individual career development

The Clinical Research Institute at AUB

Evaluations

- Summative: end of year
- Formative: on a continuous basis, feedback based

The Clinical Research Institute at AUB



HOME

SERVICES

MESSAGE

SC MEMBERS

NEWS

—

PROGRAMS

Fellowship and Residency Research Program (FRRP)

The Fellowship and Residency Research Program (FRRP) was implemented in 2011/2012 by Drs. Ali Taher and Hani Tamim and is currently directed by Dr. Tamim. It supports post-graduate clinical trainees (residents and fellows) at AUBMC in carrying out a research project throughout their training. Visit the FRRP webpage: <https://www.aub.edu.lb/fm/cri/programs/frfp>

- Ongoing program
- Focus group discussions, formal qualitative study to get feedback from participants

The Clinical Research Institute at AUB



HOME

SERVICES

MESSAGE

SC MEMBERS

NEWS

Research Fellow Program (RFP)

The Research Fellow Program (RFP), led by Dr. Marlene Chakhtoura, aims at supporting research fellows at AUBMC in developing their knowledge and skills to conduct medical research projects.

- De novo program Presented results to faculty (stakeholders)
- Presented a proposal for an intervention which is the curriculum (developed using Kern's 6 steps approach)
- Made modifications based on feedback

Kern's 6 steps approach

1. Problem identification and general needs assessment
How it is currently being addressed? How it should be addressed?
2. Needs assessment for targeted learners *Identification / Needs of Targeted Learners*
3. Goals and objectives
4. Educational strategies
5. Implementation
6. Evaluation & Feedback

The Clinical Research Institute at AUB

- Team level: Retreats
- Larger scale: Bibliometric study (submitted for publication): on AUB level, explored the progress (institute level)
- Formal evaluations for program

Kern's 6 steps approach for curriculum development

1. Problem identification and general needs assessment
How it is currently being addressed? How it should be addressed?
2. Needs assessment for targeted learners *Identification / Needs of Targeted Learners*
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4. Educational strategies
5. Implementation
6. Evaluation & Feedback

Levels of capacity building in conducting systematic reviews

Health Research Policy and Systems

[HOME](#)

[ABOUT](#)

[ARTICLES](#)

[SUBMISSION GUIDELINES](#)

RESEARCH

[OPEN ACCESS](#)

Capacity for conducting systematic reviews in low- and middle-income countries: a rapid appraisal

[Sandy Oliver](#)  , [Mukdarut Bangpan](#), [Claire Stansfield](#) and [Ruth Stewart](#)

Health Research Policy and Systems 2015 13:23 | DOI: 10.1186/s12961-015-0012-0 | © Oliver et al.; licensee BioMed Central. 2015

Received: 16 December 2014 | Accepted: 14 April 2015 | Published: 26 April 2015

Institutional capacity

- Recognise reviews as legitimate knowledge
- Offer training & ongoing support
- Librarian services
- IT/ Internet Access/ Review software

Team capacity/ balance

- Topic expertise
- Methods expertise
- Interpersonal/ facilitation skills
- Project management

Individual capacity

- Basic/ advanced skills
 - Commissioning, conducting/ appraising reviews
 - Managing review projects
 - Collaborative working skills
 - Using reviews for decisions

Helping change happen, through

- Negotiation, influence & support
- Social & technical mechanisms
- Shared language, meanings, values & resources
- Skilled change agents working as bridges, brokers & boundary spanners

System capacity

- Advocate review use by donors, governments & NGOs
- Align review agenda with governments' & donors' priorities
- Enhance reviews' relevance to L&MICs' policy & international aid
- Establish partnerships: apprenticeships, secondments & international review teams
- Develop methods for rapid reviews & policy relevant literatures
- Develop methods for review updating
- Support range of review approaches
- Develop review guidance & information management tools
- Establish multi-sector editorial & peer review system
- Support access to studies, syntheses & knowledge management resources
- Model leadership career tracks in LMICs

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