

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 520 FOUNDATIONS OF EVIDENCE-BASED PRACTICE
(1 credit hour)**

Spring Semester 2008

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Office Hours:

Mondays 4:30-5:30,

Tuesdays 12:30-1:30,
and by appointment

Pre-requisites: 510, 512, 513, 517, 519, 522, 538.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2007).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This is a required Advanced curriculum course. Examines how to (1) convert information needs related to practice decisions into well-structured answerable questions; (2) efficiently locate the best evidence with which to answer such questions; (3) critically appraise such evidence; (4) apply results to practice and policy decisions; and (5) evaluate the effectiveness and efficiency of the application of such results to practice and policy decisions.

Course Rationale

In order to maximize services to client systems that are effective in achieving valued outcomes, and to minimize ineffective and harmful services, social workers must have the knowledge and skills to formulate well-structured answerable questions about practice and policy decisions, and locate, critically appraise, apply, and evaluate the best evidence for making practice and policy decisions within a culturally affirming generalist social work context.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Define, articulate, and apply principles of critical thinking, by learning how to recognize, define, and avoid practice fallacies, to improve care given and care received with diverse clients/client systems. (CT/EBP-C.1, C.2, C.3, C.4; Values/ethics-C.1, C.2, C.3, C.4; Pops at-risk & SJ- C.1; Research-C.3; Practice-C.1). (*content: assertions and assumptions of practice; common logical fallacies when examining evidence; common errors in reasoning that violate principles of science called “practitioners’ fallacies”; steps in evidence based practice; controversies and misconceptions about evidence based practice*).
2. Formulate well-structured answerable questions about practice and policy decisions through engagement with the client, a mutual understanding of expectations, and a careful assessment of service needs and availability, the client/client system's culture, context, and motivation. (CT/EBP-C.1, C.2, C.3, C.4; Diversity-C.3, C.4; Values/ethics-C.1, C.2, C.4) (*content: Client Oriented Practical Evidence Search” (COPEs) questions; evaluation, prevention, assessment, description, and risk questions*).
3. Employ a scientific analytic approach using qualitative and/or quantitative methods to rigorously, critically and open-mindedly investigate, analyze, synthesize, and interpret available primary and secondary data and research findings, evaluation outcomes and other information toward formulation of professional judgments and conclusions (CT/EBP-C.3, C.4; Practice-C. 2) (*content: steps in evidence based practice; utilizing electronic searches and information technology using methodological filters; quality of study rating forms and frameworks for evaluating research studies; meta-analysis*).
4. Analyze the influence and implications of cultural, geographic, community, gender-based, religious, political, ideological and other identities and orientations on thinking about social issues, concerns, ethics and values. (CT/EBP-C.1, C.2, C.4; Diversity-C.3, C.4; Values/ethics- C.1, C.2, C.3). (*content: identity formation; experiences of individuals in these contexts; formation of multiple identities; case studies of life experiences in identity formation and their relationships with the thoughts on contemporary social issues; critical analysis of self with respect to the above identity designations; history of cultural insensitivity in research; generalization of research findings to other groups; recruitment and retention of minority and oppressed populations in research studies; problematic issues in making research more culturally competent*).

Student Evaluation

GRADING SCALE

Weekly quizzes	10%	A = 100-94%
HITTT, CITTT, or MITTT	10%	B+ = 93-89%
COPEs/MOLES assignments	5% (each)	B = 88-82%
RCT/meta-analysis assignments	15% (each)	C+ = 81-76%
Final paper	<u>40%</u>	C = 75-70%
	100%	D < 70%

Course Requirements and Grading

Weekly quizzes

A short on-line quiz will be given each week on the material to reinforce knowledge of the topic. Quizzes may include multiple choice or short answer questions. Each quiz will be worth two points. Quizzes will be graded credit/no credit, and students will be allowed to take them multiple times. Students will be given feedback on any incorrect answers.

HITTT, CITTT, or MITTT assessment

These assignments are from the CD that accompanies the Gibbs textbook. Students are required to watch **one** of these videos and complete the related assessment by the second week of class. The HITTT covers hospital/medical/geriatric social work. The CITTT is situated in a courtroom and addresses sex offender treatment. The MITTT covers early intervention/special education/multidisciplinary work.

COPES/MOLES assignments

These short assignments are worth five points each and are meant to prepare you for the final assignment at the end of the course. Further instructions on how to complete these assignments will be given in class and are included in the textbook. You will be graded on your first attempt to turn in your COPES question and your MOLES. However, if your answers are not in proper format, you will be asked to redo the assignment.

RCT/Meta-analysis assignments

These two assignments worth fifteen points each ask you to analyze the strength of the evidence in two articles. While these assignments are not based on the articles you have chosen for your final assignment, they should prepare you to complete the final assignment.

Final assignment

Further instructions for the final assignment will be given during the course. Using your COPES question posed earlier in the course, you will be asked to read and analyze the evidence and compare two intervention techniques.

Required Texts

Gibbs, L.E. (2003). *Evidenced-based practice for the helping professions: A practical guide with integrated multimedia*. Pacific Grove, CA: Brooks/Cole-Thompson Learning.

Other readings may be found @ Hodges on-line library reserve and our Blackboard site

Course Outline

Session 1 Principles, overview, steps of EBP, principles of critical thinking about
March 10th practice and practice fallacies

(In-person class meeting)

(content: assertions and assumptions of practice; common logical fallacies when examining evidence; common errors in reasoning that violate principles of science called

“practitioners’ fallacies”; steps in evidence based practice; controversies and misconceptions about evidence based practice)

Readings

Gibbs text – Chapter 1 “Evidence-based practice: Definition and what it offers to you and to your clients” and Chapter 2 “Become motivated to apply the current best evidence to practice”.

Dishion, T.J., McCord, J. & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755-764.

Mullen, E.J. & Streiner, D. L. (2006). The evidence for and against evidenced-based practice. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 21-34). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.: Oxford University Press.

Session 2 Posing a well-structured and answerable question

March 24th

(Live on-line discussion)

(content: Client Oriented Practical Evidence Search” (COPES) questions; evaluation, prevention, assessment, description, and risk questions)

Due

1) Weekly quiz

2) HITTT, CITTT, or MITTT assessment

Watch either the HITTT, CITTT, or MITTT assessment and complete the assessment.

Further instructions on how to complete this assignment will be forthcoming.

Readings

Gibbs text – Chapter 3 “Pose a specific question of importance to your client’s welfare”.

Gambrill, E. (1999). Evidence based practice: An alternative to authority-based practice. *Families in Society: The Journal of Contemporary Human Services*, 80, 341

Shlonsky, A. & Gibbs, L. (2006). Will the real evidence-based practice please stand up? In A.R. Roberts & K. R. Yeager (Eds.) (pp. 103-121). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.:Oxford University Press.

Yeager, K.R. (2006). A practical approach to formulating evidence-based questions in social work. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 47-58). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.: Oxford University Press.

Session 3 Strategies for locating external evidence, issues of generalizing research

March 31st findings to other populations

(In-person discussion)

(Content: Utilizing electronic searches and information technology using methodological filters; history of cultural insensitivity in research; generalization of research findings to other groups; recruitment and retention of minority and oppressed populations in research studies; problematic issues in making research more culturally competent)

Due

- 1) Weekly quiz
- 2) COPEs question
 - a) Have a conversation with your field instructor about a pertinent practice question.
 - b) Pose a Client-Oriented, Practice, Evidence Search (COPEs) question.

Readings

- Gibbs text– Chapter 4 “Locate the best external evidence to answer your question”
- Directory of internet resources on evidence-based practice and research in health care and human services. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 349-360). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.: Oxford University Press.
- Issacs, M. R., Huang, L. N., Hernandez, M., Echo-Hawk, H. (2005, December). The road to evidence: The intersection of evidenced-based practices and cultural competence in children’s mental health. National Alliance of Multi-Ethnic Behavioral Health Associations. Retrieved on November 9, 2007 from http://www.nambha.org/Documents/RoadtoEvidence_93006.pdf
- Substance Abuse and Mental Health Services Administration (2007). Evidence based-practices: Shaping mental health services toward recovery. Statement on cultural competence. United States Department of Health and Human Services. Retrieved on November 9, 2007 from: <http://mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/community/culturalcompetence/default.asp>.

Session 4 Treatment effectiveness research, randomized controlled trialsApril 7th**(Live on-line discussion)**

(Content: Randomized controlled trials; quality of study rating forms and frameworks for evaluating research studies)

Due

- 1) Weekly quiz
- 2) MOLES
 - a) Select your search terms.
 - b) Choose your search engines/databases (e.g. Medline, PsycInfo, Social Work Abstracts, ERIC, Google Scholar), systematic review sites (Campbell and Corcoran Collaborations), and other databases. Hint: Ed Mullen’s site on EBP resources may be helpful (http://www.columbia.edu/cu/musher/Website/Website/EBP_Resources_Web%20EBP%20Master%20Guide.htm)
 - c) Turn in a report documenting your search strategies. Which terms and Boolean operators did you use? Which databases and search engines did you use?

Readings

- Gibbs text – Chapter 5 “Treatment effectiveness research: Evaluate study quality and apply results to practice.”

- Cohen, J. A., Mannarino, A. P., Knudsen, K. (2005). Treating sexually abused children: 1 year follow-up of a randomized controlled trial. *Child Abuse & Neglect*, 29, 135-145.
- Teri, L., McCurry, S. M., Logsdon, R., & Gibbons, L. E. (2005). Training community consultants to help family members improve dementia care: A randomized controlled trial. *The Gerontologist*, 45, 802-811.
- Shlonsky, A. & Gibbs, L. (2006). Will the real evidence-based practice please stand up? In A.R. Roberts & K. R. Yeager (Eds.) (pp. 103-121). *Foundations of Evidenced-Based Social Work Practice*. New York, N.Y.:Oxford University Press.
- Silverman, W. K., Kurtines, W. M., Ginsburg, G. S., Weems, C. F., Lumpkin, P. W., Carmicheal, D. H. (1999). Treating anxiety disorders in children with group cognitive-behavioral therapy: A randomized clinical trial. *Journal of Counseling and Clinical Psychology*, 67, 995-1003.

Session 5 Systematic reviews and meta-analyses, qualitative research
April 14th

(In-person discussion)

(Content: *Quality of study rating forms and frameworks for evaluating research studies; meta-analysis; systematic reviews; generalization of research findings to other groups*)

Due

- 1) Weekly quiz
- 2) RCT assignment

Select either the Cohen et al. article, the Teri et al. article, or the Silverman et al. article assigned from last week. Using questions posed by Gibbs in chapter 5, rate the quality of the study. (You will be given specific instructions as to which questions to answer at a later date).

Readings

- Gibbs text – Chapter 6 & “Meta-analysis: Evaluating review quality and applying findings to practice”. Chapter 8 “Descriptive and qualitative studies: Evaluating study quality and applying results to practice”
- Gone, J. P. & Alcantara, C. (2007). Identifying effective mental health interventions for American Indians and Alaska Natives: A review of the literature. *Cultural Diversity and Ethnic Minority Psychology*, 13, 356-363.
- Durlack, J.A. & Wells, A.M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology (Special issue: Meta-analysis of primary prevention programs)*, 25, 115-152.

Session 6 Applying evidence-based practice to your client population
April 21st

(Live on-line discussion)

(Content: *identity formation; experiences of individuals in these contexts; formation of multiple identities; case studies of life experiences in identity formation and their*)

relationships with the thoughts on contemporary social issues; critical analysis of self with respect to the above identity designations; history of cultural insensitivity in research; generalization of research findings to other groups; recruitment and retention of minority and oppressed populations in research studies; problematic issues in making research more culturally competent)

Due

1) Weekly quiz

2) Meta-analysis assignment

Using the Durlack and Wells article that was assigned for last week, complete questions from Gibbs chapter 6 and rate the quality of the meta-analysis. (You will be given specific instructions as to which questions to answer at a later date).

Readings

Gibbs text– Chapter 10 “Teaching others”

Mullen, E. J. (2006). Facilitating practitioner use of evidence-based practice. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 152-159). *Foundations of Evidenced-Based Social Work Practice..* New York, N.Y.: Oxford University Press.

Mullen, E. J., & Bacon, W. (2006). Implementation of practice guidelines and evidence-based treatment: A survey of psychiatrists, psychologists and social workers. In A.R. Roberts & K. R. Yeager (Eds.) (pp. 81-92). *Foundations of Evidenced-Based Social Work Practice.* New York, N.Y.:Oxford University Press.

Gira, E. C., Kessler, M. L., & Poertner, J. (2004). Influencing social workers to use research evidence in practice: Lessons from medicine and the allied health professions. *Research on Social Work Practice, 14*(2), 68-79.

Due Final Assignment

April 25th

Final paper – The final assignment will be a short cumulative project based on the question you posed in week three and the search terms you selected in week four. Based on your literature search, you will write a report on what the best evidence suggests for intervention with your selected client population. The report will include a plan for disseminating this information to agencies who work with this client population, teaching others about evidence-based practice, and what next steps you might take for collecting better evidence (if necessary).

Evidence Based Practice Annotated Bibliography and Resource Guide

Websites

Databases are marked with an “*”

**Campbell Collaboration (C2): The Campbell Collaboration Library and Database*
Philadelphia, USA

<http://www.campbellcollaboration.org/>

The C2 website posts a searchable database of randomized controlled clinical trials and systematic reviews of social, psychological, education, and criminological research. All research presented on the website has met rigorous methodological standards and are designed to provide researchers, policy makers, and practitioners with critical reviews of current research. Currently twenty one full reviews are available to download from the website and several more are currently in progress.

Centre for Evaluation of Social Services: English Version Home Website
Stockholm, Sweden

<http://www.sos.se/Sose/cuse.htm>

The centre website outlines research activities of the Centre and publications, mainly in Swedish, in the areas of substance abuse, child and adolescent welfare, economic aid, ethnicity, migration and social work, and the theory and practice of evaluation. A newsletter is also posted and some publication off prints of manuscripts original published in Swedish and international journals are available in English.

Dartmouth University's Evidence-based Practices Web Site

<http://www.mentalhealthpractices.org/index.html>

A site focusing on evidence-based practices in mental health services.

Department of Health and Human Services: Agency for Healthcare Research and Quality
Evidence Based Practice

Washington, D.C., United States

<http://www.ahrp.gov/clinic/epcix.htm>

The department website provides links to evidence base practice centers in the United States and Canada performing funded research and information mainly in the area of physical health, but also provides reports in psychiatry and substance abuse.

National Institute on Drug Abuse (NIDA): Clinical Trials Network

Maryland, United States

<http://www.nida.nih.gov/CTN/Index.htm>

This U.S. institute website provides information about drug abuse related research studies and contact information for regional research “nodes” currently carrying out studies and trainings related to research based practice.

Oregon Evidence-based Practice Center

<http://www.ohsu.edu/epc/>

The purpose of the DERP reports is to make available information regarding the comparative effectiveness and safety profiles of different drugs within pharmaceutical classes. Reports are not usage guidelines, nor should they be read as an endorsement of, or recommendation for, any particular drug, use or approach. The Oregon EPC and Oregon Health & Science University do not recommend or endorse any guideline or recommendation developed by users of these reports.

New York State Office of Mental Health (OMH): Creating an Environment of Quality Through Evidence-Based Practices

New York State, United States

<http://www.omh.state.ny.us/omhweb/ebp/index.htm>

Under a new “Winds of Change” campaign New York’s OMH website outlines its program to provide Accountability, Best practice, and Coordination of care, or the “ABCs” of mental health care based on federal policy and research initiatives and a recent Best Practices conference in 2001. The website includes a primer on evidence based practice including highlights on: definitions of EBP and “best practices”, toolkits, as well as priority EBPs for adults and children. Each priority EBP is outlined in an overview format to highlight major research findings and definitions. The website also provides a downloadable version of the New York State Mental Health progress report which give an overview of the large and varied state public mental health system. Other helpful links include articles and other resources on specific EBPs in New York state, draft program fidelity scales, and examples of EBP implementation plans.

**Social Care Institute for Excellence (SCIE): Home page*

London, England

<http://www.scie.org.uk/index.asp>

This website provides a free online library with an extensive collection of social care knowledge including practice information, skills tutorials, research, and several thousand abstracts related to Evidence Based Practice. The database is currently under redevelopment and the new version should be available in early 2005. The site also includes two practice guides: one for managing practice, which outlines useful tools for managers including supervision and team development, and one aimed at assessing the mental health needs of older persons. Monthly research and mainly English policy updates are included as well as helpful links to the Be Evidence Based website and research search engine and other evidence based initiatives. The site also provides a number of publications related to evidence based practice including pieces on social work education, using evidence from diverse research designs, and systematic reviews.

Substance Abuse and Mental Health Services Administration (SAMHSA) and Center for Substance Abuse Prevention (CSAP): Model Programs and National Registry of Effective Programs.

Maryland., United States

<http://modelprograms.samhsa.gov/template.cfm?page=default>

The website provides information about substance abuse and mental health programs tested in communities, schools, social service organizations, and workplaces in the United States. Nominated programs are reviewed research teams who rate the programs

primarily on methodological quality, but also consider other factors such as theoretical development and community involvement. Programs are rated in increasing order of quality as either: promising, effective, or model. Information briefs are provided regarding each of the programs including an overview description, estimated costs, background, target areas, references, and creator or developer contact information. The website also includes funding, helpful topic-specific links, and technical assistance information. Also available for download from this site is the “Comparison Matrix for Science Based Prevention Programs”, an outline of research-based programs and their comparative ratings by five different U.S. federal agencies as well as their rating standards.

** SUMSearch*

Developed and operated by Bob Badgett, MD. Associate Professor of Medicine. Director of Clinical Informatics, Department of Medicine. UTHSCSA (University of Texas Health Science Center) and Linda Levy, MLS, AHIP. Briscoe Medical Library

<http://sumsearch.uthscsa.edu/>

SUMSearch is a unique method of searching for medical evidence by using the Internet. SUMSearch combines meta-searching and contingency searching in order to automate searching for medical evidence. Meta-searching, which is used by from general Internet search engines such as from Go2Net, Dogpile, and SavvySearch, means simultaneously searching multiple Internet sites and collating the results into one page. In addition, SUMSearch adds the idea of contingency searching. If SUMSearch finds too many ‘hits’ from an Internet site, SUMSearch will execute more restrictive, contingency searches. For example, if a search finds 1000 articles at PubMed, SUMSearch may do up to four additional searches until an optimal number is received. On the other hand, if SUMSearch finds few hits from an Internet site, it may add a search of another site. For example, if the Database of Abstracts of Reviews of Effectiveness (DARE) provides too few systematic reviews, SUMSearch will add a search for systematic reviews from MEDLINE. In summary, SUMSearch allows the clinician to enter a query one time, and then will: select the best Internet sites to search, format the query for each site, execute contingency searches, then return a single document to the clinician. SUMSearch removes the burden to the clinician of remembering details such as which Internet site truncates with the dollar sign and how to execute a limit for the AIM journals if too many articles are found at MEDLINE.

**United States Department of Education Institute of Education Science: What Works Clearinghouse*

Washington D.C., United States

<http://www.w-w-c.org>

This website is currently under development. It will provide systematic reviews of education related research under numerous topic areas including adult learning and drop out prevention. This effort is a joint venture between the American Institutes for Research and the Campbell Collaboration. As of yet the detailed reviews are not yet available. Currently the website contains an overview of the standards employed in the reviews and brief description of the topic areas to come.

**University of St. Andrews: Research Unit for Research Utilization*

http://www.st-andrews.ac.uk/~ruru/general_information.htm

The website contains a number of downloadable manuscripts related to organizational change and learning, the development of a taxonomy of research aimed at improving dissemination and a number of other areas of interest to improving the impact of research. The unit is currently developing a database of literature related research utilization.

University of Washington Health Sciences Libraries (n.d.). *Evidence-Based Practice Tools Summary*. Retrieved July 1, 2005, from the World Wide Web:

<http://healthlinks.washington.edu/ebp/ebptools.html>

This web site provides a pyramid of evidence-based practice search tools organized by level of evidence. Three meta-search engines are identified (PrimeEvidence, TRIP+, SUMSearch) and other sources are classified into nine levels.

University of York, Department of Social Policy and Social Work: Social Policy and Research Unit

York, England

<http://www.york.ac.uk/inst/spru/aboutspru.htm>

This department website outlines research efforts aimed at the development of policies and the delivery of services centered on the efforts of three teams including the: 1) Children and family team 2) Community Care for Adults Team, and 3) Social Security Team. Detailed information on a range of research areas ranging from meeting housing needs of families with disabled children to employment issues is presented including research reports, outlines, and contacts for further information.

Additional web sites of relevance to evidence-based policy and practice which are not yet annotated (prepared by Stanley G. McCracken, Ph.D.)

[ADAI Assessment Instrument Library](#)

[Advanced Search](#)

[Agency for Healthcare Research and Quality \(AHRQ\) Home Page](#)

[Behavioral Health Recovery Management - Fayette Companies and Chestnut Health Systems](#)

[BioMed Central The Open Access Publisher](#)

[Brief Treatment and Crisis Intervention](#)

[Buros Institute](#)

[BurosTests reviewed in the 12th MMY](#)

[Canadian Medical Association Journal](#)

[Centre for Clinical Effectiveness Faculty of Medicine](#)

[Centre for Evidence Based Medicine](#)

[Centre for Health Evidence](#)

[Centre for Reviews and Dissemination \(CRD\)](#)

[CMHS Programs Community Support](#)

[EBM Toolkit](#)

[ERGHO - Choosing a Health Outcome Measurement instrument](#)

[Evidence-Based Mental Health](#)

[Evidence-based Practice Centers](#)
[Evidence-Based Practice for the Helping Professions](#)
[Institute of Education](#)
[LHS Peoria Evidence Based Medicine](#)
[NewHIRU](#)
[NQMC](#)
[The Campbell Collaboration](#)
[The Centre for Evidence Based Social Services](#)
[TripDatabase](#)

Books

Those books marked with an “I” (introduction) may be more appropriate for those less familiar with evidence based practice and looking for an overview or more application oriented information. Those marked with an “T” (theory) are more topic-specific pieces or advanced theoretical works in evidence based practice. Those marked with an “M” indicate books that may be useful as a resource for Master’s level courses and “D” for doctoral courses.

(T, D) Briggs, H. E. & Rzepnicki, T. L. (Eds.) (2004). *Using Evidence in Social Work Practice: Behavioral Perspectives*.

Multiple authors with considerable experience in social work research and the use of evidence in practice contributed to this book including: Eileen Gambrill, Bruce Thyer, and William Reid. The book highlights perspectives, applications, and selected issues in the use of evidence. A host of topics include ethical issues, population specific research, and approaches to moving evidence into practice.

(T, M, D) Drake, R. E., Merrens, M. R., & Lynde, D. W. (Eds.). (2005). *Evidence-based mental health practice: A textbook*. New York: W.W. Norton & Company.

This text focuses on mental health practice examining background materials about mental health, principles, implementation, and practices.g

(I, M) Gibbs, L. (2003). *Evidence Based Practice for the Helping Professions. A Practical Guide with Integrated Media*. Pacific Grove, CA: Brooks/Cole an Imprint of Wadsworth Publishers.

<http://www.evidence.brookscole.com/moredetails.html>

This book is aimed at practitioners who want to learn how to shape questions related to evidence based practice and perform electronic searches. The book introduces the COPES and MOLES frameworks, which offer step by step processes to move the reader through the identification, assessment, and application of research. It is particularly well suited for classroom use and professional development courses.

(I, D) Gray, J. A. Muir (1997). *Evidence Based Healthcare*. New York: Churchill Livingstone.

This book, unique in both its succinct and practical discussion of evidence based practice and policy, provides a good overview for the reader interested in getting an orientation to

terminology, types of research, issues of methodology and quality of research, as well as applications and implications for practice and policy. Despite its focus on healthcare, it parallels broader social work applications and issues. The author provides guidelines for decision makers who wish to search for, critique, and apply evidence in their work.

(I, M, D) Rosen, A. & Proctor, P. K. (Eds.) (2003). *Developing Practice Guidelines for Social Work Intervention: Issues, Methods, and Research Agenda*. New York: Columbia University Press.

This anthology provides perspective on evidence based practice from a variety of researchers and thinkers in social work including: Eileen Gambrill, Stuart Kirk, Edward Mullen, and the editors. More specifically, the chapters focus on the issues and approaches related to designing and employing practice guidelines, or tools to guide interventions for frontline social work. The first section on the book focuses on the more general areas evidence based practice and the research necessary to build guidelines. The second is dedicated to application, and the third includes discussion of implementation issues including practitioner receptivity and organizational factors.

(A, D) Roberts, A. R. & Yeager, K. R. (Eds.) (2004). *Evidence Based Practice Manual: Research and Outcome Measures in Health and Human Services*. New York: The Oxford University Press.

This recent and comprehensive manual provides a wealth of information and current though on evidence based practice from notable researchers in social work and allied professions in the U.S. and Canada including: Reamer, Rosen, Proctor, Corcoran, Mullen, Reid, Gibbs, Gambrill, and Kirk. Nearly every topic related to evidence based practice is covered in this 104 chapter collection. General overviews of evidence based practice including systematic review and technology begin the book, followed by an exploration of ethical issues. Diagnostic, intervention, and practice outcomes research are also discussed including special topics related practitioner involvement, practice guidelines, and special populations. Also in the book are chapters dedicated to epidemiological and public health research, measurement, program evaluation, exemplars of qualitative and quantitative research, and quality assurance.

(I, M, D) Roberts, A. R., & Yeager, K. R. (Eds.). (forthcoming). *Evidence-based social work primer: Process and practice in action*. New York: Oxford University Press.

This primer is specifically written for social workers. It includes 19 chapters from Roberts and Yeager, Evidence-Based Practice Manual; 5 chapters from the two special issues on evidence-based practice of *Brief Treatment and Crisis Intervention* journal, and two new chapters.

Journals

Brief Treatment and Crisis Intervention

New York: Oxford University Press

<http://brief-treatment.oupjournals.org/>

Two special issues of this journal, in May and September 2004, are dedicated to evidence based practice. Contributing authors include several of the current researchers and authors in social work and allied fields. Topics include general discussions of the pros

and cons of evidence based practice, teaching evidence based practice, implementation issues, and finding evidence in difficult practice areas.

Journal of Evidence-Based Social Work: Advances in Practice, Programming, Research and Policy

New York: The Haworth Press, Inc.

<http://www.haworthpressinc.com/web/JEBSW/>

This journal focuses on the use of evidence based practice in everyday care. Articles are included from practitioners, researchers, and academics who have collated current research in diverse areas. It is designed to help the reader toward understanding and developing their own research, outcomes measures, performance measures, quality improvement strategies, practice guidelines, as well as assessments and interventions. National Registry of Evidenced-based Programs and Practices (located at <http://nrepp.samhsa.gov/find.asp>)

Web Sources for [Evidence-based Policy & Practice](#), [Model Programs \(Best Practices\)](#), [Practice Guidelines](#), [Systematic Reviews](#), [Related Conferences](#) and [Clearinghouses/Dissemination Groups](#)¹

Compiled by Edward J Mullen, Willma & Albert Musher Chair Professor for Life Betterment through Science & Technology, Columbia University in the City of New York

- **Evidence-based Policy & Practice**
- **Agency for Health Care Research & Quality - Home**
<http://www.ahrq.gov/> (home) & www.ahrq.gov/clinic/epcix.htm (EBP)
 - AHRQ is the Agency for Healthcare Research and Quality—the Nation's lead Federal agency for research on health care quality, costs, outcomes, and patient safety.
- **Canadian Centres for Health Evidence**
www.cche.net
- **Centre for Clinical Effectiveness, Monash Institute of Public Health**
www.med.monash.edu.au/healthservices/cce
(follow links to "Evidence Reports")
- **Centre for Evidence-based Medicine, University of Toronto**
<http://www.cebm.utoronto.ca/>
 - The goal of this website is to help develop, disseminate, and evaluate resources that can be used to practise and teach EBM for undergraduate, postgraduate and continuing education for health care professionals from a variety of clinical disciplines.
 - This site also serves as a support for the book entitled, *Evidence-based Medicine: How to practice and teach EBM* by David L. Sackett, Sharon E. Straus, W. Scott Richardson, William Rosenberg, and R. Brian Haynes.
- **Centre for Evidence-Based Medicine, Oxford University**
<http://minerva.minervation.com/cebm/>
 - A resource for the practice of evidence-based medicine
- **Centre for Evidence-based Mental Health**
<http://www.cebmh.com/>
 - Promoting and supporting the teaching and practice of evidence based mental healthcare. The Centre is located in the Department of Psychiatry, University of Oxford.
- **Centre for Evidence-Based Social Services (CEBSS)**
<http://www.ex.ac.uk/cebss/>
 - CEBSS is jointly funded by The Department of Health and a consortium of Social Services Departments in the South West of England with the main aim of ensuring that decisions taken at all levels in Social Services are informed by trends from good-quality research. CEBSS is based at the University of Exeter and is part of the [Peninsula Medical School](#).

¹ Descriptions of web sites are either direct quotes or adaptations from those provided on the respective sites.

- **Evidence-Based Health Informatics, McMaster University, Health Information Research Unit**
<http://hiru.mcmaster.ca/>
 - The Health Information Research Unit (HIRU) at McMaster University conducts research in the field of health information science and is dedicated to the generation of new knowledge about the nature of health and clinical information problems, the development of new information resources to support evidence-based health care, and the evaluation of various innovations in overcoming health care information problems.
- **Evidence-based Healthcare Toolbox**
<http://www.shef.ac.uk/~scharr/ebhc/index.htm>
 - This site supports the book: Gray, J. A. M. (2001). *Evidence-based healthcare* (2 ed.). New York: Churchill Livingstone.
- **Evidence-Based Medical Practice (Université Laval)**
www.medecine.quebec.qc.ca
- **Evidence-Based Medicine: Finding the Best Clinical Literature by Jo Dorsch, Library of the Health Sciences - Peoria, University of Illinois at Chicago**
www.uic.edu/depts/lib/lhsp/resources/ebm.shtml
 - This guide is designed to assist health care professionals and students become effective and efficient users of the medical literature.
- **Evidence-Based Medicine Tool Kit**
www.med.ualberta.ca/ebm/ebm.htm
- **Evidence-Based Medicine: What it is and What it isn't**
http://www.alemana.cl/Mbe/Recursos/mbe_sackett.htm
 - This site provides an article which is based on an editorial from the *British Medical Journal* on 13th January 1996 (BMJ 1996; 312: 71-2) by David L Sackett, William MC Rosenberg, JA Muir Gray, R Brian Haynes, W Scott Richardson.
- **Evidence based policy & practice (EPPI-Centre), University of London, Institute of Education, Social Science Research Unit**
<http://ioewebsserver.ioe.ac.uk/ioe/cms/get.asp?cid=1514&1514>
 - The Social Science Research Unit, directed by Professor Ann Oakley, is a research centre at the University of London Institute of Education. It was established in October 1990 with a remit to develop a programme of policy-relevant work in the broad areas of education and health. It is resourced both from central Institute of Education funds and from research grants. The Unit's research programme covers health, education and welfare, and employs a range of both qualitative and quantitative methodologies. Unit staff have national and international reputations in their fields of expertise. In addition to descriptive analytic and experimental evaluations of social interventions, SSRU is also highly involved in research synthesis to inform policy and practice of social interventions and in building research capacity in this area. This programme of work is located in the EPPI-Centre which has three inter-linked streams of work: Health promotion: research and dissemination of information relating to the evaluation of health promotion interventions;

Education: a centre for evidence informed policy and practice in education;
User involvement: investigating the generation and the use of evidence of effectiveness as seen by people using health and education services.

- **Evidence-based Practice Centers** for synthesizing scientific evidence to improve quality and effectiveness in health care

<http://www.ahcpr.gov/clinic/epc/>

- Under the Evidence-based Practice Program of the Agency for Healthcare Research and Quality (formerly the Agency for Health Care Policy and Research—AHCPR), 5-year contracts are awarded to institutions in the United States and Canada to serve as Evidence-based Practice Centers (EPCs). The EPCs review all relevant scientific literature on clinical, behavioral, and organization and financing topics to produce evidence reports and technology assessments. The EPCs also conduct research on methodologies and the effectiveness of their implementation, and provide technical assistance in translating the reports and assessments into quality improvement tools and in helping to inform coverage policies.

- **Evidence-Based Practice for the Helping Professions**

<http://www.evidence.brookscole.com/>

- The information contained in this website appears in: Gibbs, L. (2003). *Evidence-Based Practice for the Helping Professions: A Practical Guide with Integrated Multimedia*, Pacific Grove, CA: Brooks/ Cole an Imprint of Wadsworth Publishers. This site provides additional resources for the book.

- **Evidence Network**

<http://www.evidencenetwork.org/home.asp>

- The Focus Point for Evidence Based Policy and Practice Research in the UK. A starting point for accessing social science research publications relevant to policy and practice. Open to users in the research community, the voluntary sector, local and central government, public agencies and commercial organizations providing search tools and a referral framework to enable users to pursue their enquiries. A forum for debate and discussion of issues and problems in relation to evidence-based policy.

- **SUMSearch**

Developed and operated by Bob Badgett, MD. Associate Professor of Medicine. Director of Clinical Informatics, Department of Medicine. UTHSCSA (University of Texas Health Science Center) and Linda Levy, MLS, AHIP. Briscoe Medical Library

<http://sumsearch.uthscsa.edu/>

- SUMSearch is a unique method of searching for medical evidence by using the Internet. SUMSearch combines meta-searching and contingency searching in order to automate searching for medical evidence. Meta-searching, which is used by from general Internet search engines such as from Go2Net, Dogpile, and SavvySearch, means simultaneously searching multiple Internet sites and collating the results into one page. In addition, SUMSearch adds the idea of contingency searching. If SUMSearch finds too many 'hits' from an Internet site, SUMSearch will execute more

restrictive, contingency searches. For example, if a search finds 1000 articles at PubMed, SUMSearch may do up to four additional searches until an optimal number is received. On the other hand, if SUMSearch finds few hits from an Internet site, it may add a search of another site. For example, if the Database of Abstracts of Reviews of Effectiveness (DARE) provides too few systematic reviews, SUMSearch will add a search for systematic reviews from MEDLINE. In summary, SUMSearch allows the clinician to enter a query one time, and then will: select the best Internet sites to search, format the query for each site, execute contingency searches, then return a single document to the clinician. SUMSearch removes the burden to the clinician of remembering details such as which Internet site truncates with the dollar sign and how to execute a limit for the AIM journals if too many articles are found at MEDLINE.

- **Therapeutics Initiative (University of British Columbia)**

www.ti.ubc.ca

- The Therapeutics Initiative has been established in 1994 by the Department of Pharmacology and Therapeutics in cooperation with the Department of Family Practice at the [University of British Columbia](http://www.ubc.ca) to provide physicians and pharmacists with up to date, evidence based, practical information on rational drug therapy. The Initiative is an independent organization, which is at arms length from government, pharmaceutical industry and other vested interest groups.

U.S. Department of Education What Works Clearinghouse (located at <http://www.whatworks.ed.gov/>)

A Guide To Evidence-Based Practices (EBP) on The Web (located at <http://www.samhsa.gov/ebpWebguide/index.asp>)

Evidence Based Practice & Policy Online Resource Training Center

http://www.columbia.edu/cu/musher/Website/Website/EBP_Resources_Web%20EBP%20Master%20Guide.htm

What Works Clearinghouse- (reviews of prevention and intervention programs in education).
www.whatworks.ed.gov/

Campbell Collaboration website
www.campbellcollaboration.org/

The Cochrane Collaboration website
www.cochrane.org/

TRIP database –for Evidence-based Medicine
www.tripdatabase.com/

National Registry of Evidence-based Programs and Practices (NREPP)
<http://nrepp.samhsa.gov/>

Center for the Study and Prevention of Violence
www.colorado.edu/cspv/

Agency for Healthcare Research and Quality
www.ahrq.gov/clinic/epcix.htm

National Guideline Clearinghouse™ (NGC), a public resource for evidence-based clinical practice guidelines
www.ngc.gov/

Evidence-based Practice for the Helping Professions
www.evidence.brookscole.com/index.html

The Evidence for Policy and Practice Information and Coordinating Centre
www.eppi.ioe.ac.uk/cms/

Treatment Planning System for Mental Health Professionals
www.practiceplanners.wiley.com/

BMJ Clinical Evidence is one of the world's most authoritative medical resources for informing treatment decisions and improving patient care.
www.clinicalevidence.org/

UpToDate is specifically designed to answer the clinical questions that arise in daily practice and to do so quickly and easily so that it can be used right at the point of care.
www.uptodate.com

Model Programs & Best Practice Dissemination

- **SAMHSA Model Programs**
<http://www.modelprograms.samhsa.gov/template.cfm?CFID=61324&CFTOKEN=58241922>
 - SAMHSA Model Programs featured on this site have been tested in communities, schools, social service organizations, and workplaces across America, and have provided solid proof that they have prevented or reduced substance abuse and other related high-risk behaviors. Programs included have been reviewed by SAMHSA's National Registry of Effective Programs (NREP). This Web site serves as a comprehensive resource for anyone interested in learning about and/or implementing these programs. The programs pertain to mental health and substance abuse.
- **State Implementation of Evidence-Based Practices – Bridging Science and Service, NIMH RFA**
<http://grants1.nih.gov/grants/guide/rfa-files/RFA-MH-03-007.html>
 - The National Institute of Mental Health (NIMH) and the Substance Abuse and Mental Health Services Administration (SAMHSA) have entered into a partnership to promote and support implementation of evidence-based mental health treatment practices into state mental health systems. NIMH seeks to enhance the research agenda of state mental health systems by focusing on activities that yield knowledge about the most effective and feasible methods for implementing evidence-based practices into state clinical practice settings. SAMHSA seeks to provide direct support to states and localities that are ready and committed to adopting evidence-based practices. This Request for Applications (RFA), issued on August 16, 2002, is designed to accomplish both objectives.

Practice Guidelines

- **Agency for Healthcare Research and Quality - Clinical Practice Guidelines**
www.ahrq.gov/clinic/cpgsix.htm
 - AHRQ is the Agency for Healthcare Research and Quality—the Nation's lead Federal agency for research on health care quality, costs, outcomes, and patient safety.
- **Agency for Healthcare Research and Quality - Preventive Services (USPSTF & PPIP)**
www.ahrq.gov/clinic/prevenix.htm
 - Access to scientific evidence, recommendations on clinical preventive services, and information on how to implement recommended preventive services in clinical practice.
- **Alberta Clinical Practice Guidelines Program (Alberta Medical Association)**
www.albertadoctors.org/resources/guidelines.html
- **Canadian Coordinating Office for Health Technology Assessment (CCOHTA)**

- www.ccohta.ca
- **Canadian Task Force on Preventive Health Care**
www.ctfphc.org
 - **Cancer Care Ontario Program in Evidence-Based Care - Information for Practitioners**
www.ccopebc.ca (follow links to "Information for Practitioners")
 - The Program in Evidence-Based Care (PEBC) bridges the gap between high quality cancer care research and current clinical care options by: developing evidence-based care information for patients, families, and health care providers maintaining the quality and currency of resources ensuring the availability and accessibility of resources disseminating and evaluating resources.
 - **Catalan Agency for Health Technology Assessment (CAHTA)**
www.aatm.es
 - The mission of the CAHTA is to promote the production and utilisation of scientific knowledge to improve the prevention of diseases, and to improve the health and quality of life of the Catalan population. This mission involves two objectives: to encourage the introduction, adoption, diffusion and utilisation of health technologies according to proven scientific criteria of efficacy, safety, effectiveness and efficiency, while promoting the needs assessment and equity analysis in the delivery and financing of health care services; to promote research oriented to the health and health care services needs of the population, and also to the knowledge needs of the health care system itself.
 - **Centers for Disease Control Recommends (Prevention Guidelines System)**
www.phppo.cdc.gov/cdcRecommends/AdvSearchV.asp
 - The Prevention Guidelines System contains up-to-date and archived guidelines and recommendations approved by the CDC for the prevention and control of disease, injuries, and disabilities.
 - **CMA Infobase: Clinical Practice Guidelines**
<http://mdm.ca/cpgsnew/cpgs/index.asp>
 - This site provides access to clinical practice guidelines in health developed by Canadian organizations. These guidelines are produced or endorsed in Canada by a national, provincial/territorial or regional medical or health organization, professional society, government agency or expert panel.
 - **Health Evidence Bulletins (Wales)**
<http://hebw.uwcm.ac.uk>
 - The Health Evidence Bulletins - Wales act as signposts to the best evidence across a broad range of evidence types and subject areas. Where information from randomised controlled trials is available it is included. However, many health issues do not lend themselves easily to investigation, or have not yet been studied, by this method. In these cases, high quality evidence has been sought from observational and other studies.
 - **Health Services Technology Assessment Texts (HSTAT)**
<http://hstat.nlm.nih.gov>

- (link to NLM's statement on copyright status www.nlm.nih.gov/copyright.html)
- Health Services/Technology Assessment Text is a searchable collection of large, full-text clinical practice guidelines, technology assessments and health information.
 - **International Network of Agencies for Health Technology Assessment (INAHTA)**
www.inahta.org
 - Many organizations throughout the world assess healthcare technology. There is an evident need to cooperate and share information from different cultures. INAHTA serves this purpose. Established in 1993, INAHTA has now grown to 39 member agencies from 20 countries. The Network stretches from North and Latin America to Europe, Australia, and New Zealand. The Secretariat is located at SBU in Sweden.
 - **New Zealand Guidelines Group**
www.nzgg.org.nz
 - The New Zealand Guidelines Group leads a movement towards the delivery of high quality health and disability services throughout New Zealand through a change in culture based on evidence and effectiveness. NZGG sets the standard for an evidence-based approach by: sharing information and knowledge about evidence-based information and effective practice initiatives; establishing strong collaborative networks in the process of guideline development and implementation; training clinicians, providers, consumers and researchers to find and assess evidence and adopt an evidence-based approach; disseminating information about and fostering the development of expertise in guideline development and implementation; providing trusted, impartial, expert assessment of New Zealand and international best practice guidelines; facilitating the development of Centres to support evidence-based activities.

Systematic Reviews

- **Campbell Collaboration (C2)**
<http://www.campbellcollaboration.org/>
 - The international Campbell Collaboration (C2) is a non-profit organization that aims to help people make well-informed decisions about the effects of interventions in the social, behavioral and educational arenas. C2's objectives are to prepare, maintain and disseminate systematic reviews of studies of interventions. C2 acquires and promotes access to information about trials of interventions. C2 builds summaries and electronic brochures of reviews and reports of trials for policy makers, practitioners, researchers and the public. C2-RIPE (<http://www.campbellcollaboration.org/Fralibrary.html>) will contain systematic reviews that are produced by collaborators, and provide synopses, criticisms and comments on the review (if any). The synopses and reviews will be written for a broad audience such as researchers,

policymakers, practitioners and the public. The reviews are of studies in education, social welfare, and crime & justice.

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- **Canadian Cochrane Network and Centre (CCN/C)**
<http://cochrane.mcmaster.ca/>
- **Centre for Clinical Effectiveness, Monash Institute of Public Health**
www.med.monash.edu.au/healthservices/cce
(follow links to "Evidence Reports")
- **Centre for Reviews and Dissemination (CRD)**
<http://www.york.ac.uk/inst/crd/>
 - The Centre for Reviews and Dissemination (CRD) was established in January 1994 to provide the United Kingdom National Health Service (NHS) with important information on the effectiveness of treatments and the delivery and organisation of health care. CRD, by offering rigorous and systematic reviews on selected topics, a database of good quality reviews, a dissemination service and an information service, helps to promote research based practice in the NHS. Within the NHS R&D programme, CRD is a sibling organisation of the UK Cochrane Centre. The UK Cochrane Centre is part of an international network, the Cochrane Collaboration, committed to preparing, maintaining and disseminating systematic reviews of research on the effects of health care. CRD plays an important role in disseminating the contents of Cochrane reviews to the NHS.
- **Cochrane Collaboration**
<http://www.cochrane.org/>
 - Preparing, maintaining and promoting the accessibility of systematic reviews of the effects of health care interventions. The Cochrane Collaboration focuses on preparing, maintaining and promoting the accessibility of systematic reviews of the effects of health care interventions. Abstracts of systematic reviews are available to the general public on the web site. The Cochrane Library of Systematic Reviews is available to those individuals and institutions paying a subscription fee (Columbia University provides free access to students and faculty).
- **DARE**
<http://agatha.york.ac.uk/darehp.htm>
 - The UK National Health Service *Centre for Reviews and Dissemination* located at the University of York, England provides this *Database of Abstracts of Reviews of Effects*.
- **National Coordinating Centre for Health Technology Assessment (NCCHTA)**
www.ncchta.org
(follow links to "Publications")
- **National Health Services Centre for Reviews and Dissemination (NHS CRD)**
www.york.ac.uk/inst/crd/welcome.htm
- **Swedish Council on Technology Assessment in Health Care (SBU)**
www.sbu.se

- SBU shall promote the rational utilization of health care resources. Toward this end, SBU shall assess the clinical, economic, social, and ethical implications of both new and established medical technologies in Sweden. SBU, assisted by external experts, shall review and synthesize data on selected medical technologies. These assessments shall be disseminated at the central, local, and clinical levels to help make decisions which promote the efficient delivery of high quality care throughout Sweden. SBU assessments of medical technologies shall present scientific information and findings in clear and common terms to health service providers and other parties. SBU shall document how assessment information is applied and its influence on the healthcare system. SBU shall monitor national and international studies and their outcomes, and shall serve as a national and international contact point in matters relating to medical technology assessment.

Clearinghouses & Dissemination Groups

Clinical Practice Guidelines

- **Canadian Task Force on Preventive Health Care**
<http://www.ctfphc.org/>
 - This website is designed to serve as a practical guide to health care providers, planners and consumers for determining the inclusion or exclusion, content and frequency of a wide variety of preventive health interventions, using the evidence-based recommendations of the Canadian Task Force on Preventive Health Care (CTFPHC)*. Their health professional's resource links provides additional links to clinical practice guidelines & recommendations, evidence reports and systematic reviews, and evidence based medicine resources.
- **Canadian Medical Association Clinical Practice Guidelines Infobase**
<http://mdm.ca/cpgsnew/cpgs/index.asp>
- **National Coordinating Centre for Health Technology Assessment (NCCHTA)**
www.ncchta.org
(follow links to "Publications")
- **National Electronic Library for Health, National Health Service, United Kingdom**
<http://www.nelh.nhs.uk/>
 - The role of the NeLH is to provide health care professionals and the public (through NHS Direct Online and the New Library Network) with knowledge and know-how to support health care related decisions. This site provides extensive access and links to practice and knowledge information including practice guidelines and evidence-based policy and practice materials.
- **National Guideline Clearinghouse™ (NGC)**
<http://www.guideline.gov/index.asp>
 - The National Guideline Clearinghouse™ (NGC) is a comprehensive database of evidence-based clinical practice guidelines and related

documents produced by the Agency for Healthcare Research and Quality (AHRQ) (formerly the Agency for Health Care Policy and Research [AHCPR]), in partnership with the American Medical Association (AMA) and the American Association of Health Plans (AAHP). The NGC mission is to provide physicians, nurses, and other health professionals, health care providers, health plans, integrated delivery systems, purchasers and others an accessible mechanism for obtaining objective, detailed information on clinical practice guidelines and to further their dissemination, implementation and use. Key components of NGC include: Structured abstracts (summaries) about the guideline and its development; A utility for comparing attributes of two or more guidelines in a side-by-side comparison; Syntheses of guidelines covering similar topics, highlighting areas of similarity and difference; Links to full-text guidelines, where available, and/or ordering information for print copies; An electronic forum, NGC-L for exchanging information on clinical practice guidelines, their development, implementation and use; Annotated bibliographies on guideline development methodology, implementation, and use.

- **National Health and Medical Research Council, Government of Australia**
<http://www.health.gov.au/nhmrc/publications/cphome.htm>
 - Since 1937 the Council has played a pivotal role in providing independent, strong advice on all aspects of health and health care delivery in Australia. This is done by managing the complementary functions of funding health and medical research, providing ethical guidance on health and medical research issues, and providing health advice. The latter is done by **publishing guidelines, information papers and pamphlets on a range of health issues throughout the health and general communities, drawing on the best of expert advice and ensuring that the published advice is both current and relevant** for the Australian community. It is directed by Professor Alan Pettigrew.
- **New Zealand Guidelines Group**
<http://www.nzgg.org.nz/>
 - The New Zealand Guidelines Group leads a movement towards the delivery of high quality health and disability services throughout New Zealand through a change in culture based on evidence and effectiveness. The NZGG is an independent, not-for-profit organisation set up to promote effective delivery of health and disability services, based on evidence.
- **New Zealand Health Technology Assessment Clearinghouse for Health Outcomes and Health Technology Assessment (NZHTA)**
<http://nzhta.chmeds.ac.nz/>
- **Scottish Intercollegiate Guidelines Network (SIGN)**
www.sign.ac.uk/guidelines/index.html
 - The Scottish Intercollegiate Guidelines Network (SIGN) was formed in 1993. Our objective is to improve the quality of health care for patients in Scotland by reducing variation in practice and outcome, through the

development and dissemination of national clinical guidelines containing recommendations for effective practice based on current evidence.

- **U.S. Preventive Services Task Force**

www.ahrq.gov/clinic/uspstfix.htm

Critically Appraised Research Articles & Dissemination Groups

- **Bandolier**

<http://www.jr2.ox.ac.uk/bandolier/aboutus.html>

- Bandolier is a print and Internet journal about health care, using evidence-based medicine techniques to provide advice about particular treatments or diseases for healthcare professionals and consumers. The content is 'tertiary' publishing, distilling the information from (secondary) reviews of (primary) trials and making it comprehensible. The impetus behind Bandolier was to find information about evidence of effectiveness (or lack of it), and to put it forward as simple "bullet-points" of those things that worked and those things that didn't. The problem is that a simple bullet point is insufficient to get across much in the way of information, so we decided on an eight-page A4 format. Information was to come from systematic reviews of the literature, from Effectiveness Bulletins from York, from randomised controlled trials and from high quality case-control, cohort or observational studies. first issue of Bandolier was published in February 1994, and has been monthly since then. Every issue is available, full text, and free of charge. Each month PubMed and the Cochrane Library are searched for systematic reviews and meta-analyses published in the recent past. Those that look remotely interesting are read, and where they are both interesting and make sense, they appear in Bandolier.

- **Clinical Efficacy Assessment Project of the American College of Physicians-American Society of Internal Medicine**

<http://www.acponline.org/sci-policy/guidelines/ceap.htm>

- CEAP is administered by the Clinical Efficacy Assessment Subcommittee (CEAS) and by the staff of the Scientific Policy Department of the ACP-ASIM. Choosing a topic for a clinical practice guideline is the first step in the CEAP process. Evidence reports commissioned by the Agency for Health Care Policy and Research (AHCPR) and generated by Evidence-based Practice Centers are the basis of our guidelines. These comprehensive evidence reports are systematic literature reviews and are available to the public. The goal is to provide clinicians with a clinical practice guideline based on the best evidence available; to make recommendations based on that evidence; to inform clinicians of when there is no evidence; and finally, to help them deliver the best health care possible. Their journal **Effective Clinical Practice** is at:

<http://www.acponline.org/journals/ecp/index.html> .

- **Evidence-based Healthcare**

<http://www.harcourt-international.com/journals/ebhc/>

- **Evidence-based Healthcare** provides health managers and policy makers with the best evidence available about the financing, organization and management of healthcare. For each issue of the Journal key articles are selected from over 70 of the most authoritative and respected journals in the field and reviewed in the form of a structured abstract and expert commentary. The concise and easy to read format presents the most essential, relevant and practical information, in a form easy to assimilate and understand. Evidence-based Healthcare covers the following types of studies: evaluations of financing and organisation of healthcare; evidence-based patient and public choice; health economics; health technology assessment; managing healthcare; promotion of evidence-based clinical practice; public health policy; purchasing.
- **Netting The Evidence**
<http://www.sheffield.ac.uk/~scharr/ir/netting/>
 - A SchARR Introduction to Evidence Based Practice on the Internet As described on the web site: “Netting the Evidence is intended to facilitate evidence-based healthcare by providing support and access to helpful organisations and useful learning resources, such as an evidence-based virtual library, software and journals.”
- **Promising Practices Network (PPN)**
<http://www.promisingpractices.net/benchmark.asp?benchmarkid=8>
 - The Promising Practices Network (PPN) web site highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families. The information offered is organized around three major areas: [Proven and Promising Programs](#), [Research in Brief](#), and [Strengthening Service Delivery](#).
- **Research in Practice (RIP)**
<http://www.rip.org.uk/>
 - This research in practice website has five aims: to bring busy child care practitioners, managers and planners information about and access to good sources of research evidence; to support them in making judgements about the best use of that research; to assist their efforts to become more evidence based in their services for children and families; to provide information about research in practice, its aspirations, working methods and work in progress; to enable members of the wider public, including children and families, to have access to a range of good evidence and sources of more information. RIP a partnership between [The Dartington Hall Trust](#), [The Association of Directors of Social Services](#), [The University of Sheffield](#) with over 60 participating English local authorities and voluntary child care organizations.
- **Social Care Institute for Excellence (SCIE)**
<http://www.scie.org.uk/scieswork/scieswork.htm>
 - SCIE is an independent organisation created in response to the British government drive to improve quality in social care services across England and Wales. Knowledge about what works in social care does exist, but it is often localised, patchy and seldom widely shared. A large

part of SCIE's job is to gather and interpret this knowledge, and make it readily accessible to anyone who wants to use it, so that knowledge contributes to positive practice and policy change.

- **ELSC** is an electronic library for social care maintained by SCIE. This site enables social care practitioners and managers to: have access to the best available research; learn the skills needed to understand and critically appraise research; have the tools to ensure that practice is based on solid evidence about what works. <http://www.elsc.org.uk/>
- **CareData** which is produced by SCIE supports management and practice through extensive abstracting of relevant social work and social care literature. It contains over 50,000 summaries of books, central and local government reports, research papers, and publications of voluntary organisations, and articles from a wide range of journal titles - academic, research, practice and news-orientated. The database covers UK, North American and other English-language resources. It is a tool to social care professional or researcher. <http://www.elsc.org.uk/caredata.htm>

Meta-Search Engines

- **TRIP (Turning Research Into Practice)**
www.tripdatabase.com
 - The TRIP Database searches over 75 sites of high-quality medical information. The TRIP Database gives you direct, hyperlinked access to the largest collection of 'evidence-based' material on the web as well as articles from premier on-line journals such as the BMJ, JAMA, NEJM etc.

General Internet Sources for Locating a Wide Range of Publications²

Compiled by Edward J Mullen, Willma & Albert Musher Chair Professor for Life Betterment through Science & Technology, Columbia University in the City of New York

CINAHL

<http://www.columbia.edu/cu/libraries/indexes/cinahl.html><http://www.columbia.edu/cu/libraries/indexes/cinahl.html>

Citations and abstracts for articles in nursing and allied health periodicals.

Columbia University LibraryWeb

<http://www.columbia.edu/cu/lweb/>

Gateway to Columbia University's extensive online resources. In addition the social science electronic database section provides access to several services providing full-text articles (e.g., Ingenta Library Gateway).

Columbia University Health Sciences Library Electronic Journals

<http://library.cpmc.columbia.edu/hsl/eresources/hslelist.html>

ERIC

<http://www.columbia.edu/cu/libraries/indexes/eric.html>

Citations, abstracts, and full-text for articles in education periodicals and other publications.

InfoTrac College Edition Online library

<http://www.infotrac-college.com>

Free four month access with purchase of new copy of some texts which contains a pass code. Provides access to full-text research and non-research articles online, updated daily, spanning several recent years.

Library of Congress

<http://lcweb.loc.gov/homepage/lchp.html>

National Library of Medicine PubMed

<http://www.columbia.edu/cu/libraries/indexes/medline.html>

<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi>

PubMed, a service of the National Library of Medicine, provides access to over 11 million MEDLINE citations back to the mid-1960's and additional life science journals. PubMed includes links to many sites providing full

² Descriptions of web sites are either direct quotes or adaptations of descriptions provided on the respective sites. It is recommended that access to these sites for Columbia University officers and students be through the Columbia University Library web to maximize free access to those sources that are fee based since Columbia may have a subscription.

text articles and other related resources. For those not familiar with PubMed, Medline, and using MeSH you may wish to take the online tutorial at:

http://www.nlm.nih.gov/bsd/pubmed_tutorial/m1001.html (accessible as well from the sidebar on the PubMed home page.

NIH Library and Literature Resources

<http://www.nih.gov/science/library.html>

OVID Technologies

<http://www.columbia.edu/cu/libraries/indexes/medline.html> (this Columbia University Library Medline link brings you into Ovid databases providing unrestricted access.)

Over 90 commercial databases are available through Ovid. They include the definitive bibliographic resources in many research areas. For research in medicine and allied health, Ovid offers MEDLINE® and EMBASE; in nursing, CINAHL; in bioscience, the BIOSIS databases; for general reference, Current Contents®, Newspaper Abstracts and Wilson Reader's Guide Abstracts; and so on in business, humanities, engineering, agriculture, science & technology, and social sciences. For direct access use <http://www.ovid.com/>

ProQuest Direct at Columbia University

<http://www.columbia.edu/cu/libraries/indexes/proquest-direct.html>.

An interdisciplinary database representing titles found in ABI INFORM (Global Edition), Periodicals Abstracts (Research II Edition), and Newspaper Abstracts. Generally periodicals indexed back to 1971 with full-text back to 1988; newspapers indexed back to 1989 with full-text back to 1995. More than 2,000 professional, scholarly, trade and general interest periodicals, including full-text for over 1,000 titles and citations and abstracts for the others. The database also covers 27 primary and secondary U.S. newspapers (including a 90-day rolling file of *The New York Times*), 11 of which are in full-text.

PsycINFO

<http://www.columbia.edu/cu/libraries/indexes/psyc-info.html>

Citations and abstracts for publications about psychology and related disciplines.

Science Citation Index Expanded: Copyright Institute for Scientific Information® 2001

<http://www.columbia.edu/cu/libraries/indexes/science-cit-ind.html>

Bibliographic information and cited references in articles in scientific and technical journals.

Social Sciences Citation Index Expanded: Copyright Institute for Scientific Information® 2001

<http://www.columbia.edu/cu/libraries/indexes/soc-sci-cit-ind.html>

Bibliographic information and cited references in articles in social sciences journals.

Sociological Abstracts.

<http://www.columbia.edu/cu/libraries/indexes/sociological-abs.html>

Citations and abstracts for articles in sociology periodicals.

Social Work Abstracts (SWAB)

<http://www.columbia.edu/cu/libraries/indexes/social-work-abs.html>

Citations and abstracts for articles in social work and social welfare periodicals.

Social Services Abstracts

<http://www.columbia.edu/cu/libraries/indexes/social-serv-abs.html>

Citations and abstracts for research in social work, human services, and related areas, incl. social welfare, social policy & community development.

Social Services InfoNet

<http://www.columbia.edu/cu/libraries/indexes/social-serv-info.html>

Reviews of current social work books, links to social work websites, e-journals, e-newsletters, and topical bibliographies.

TRIP (Turning Research Into Practice)

www.tripdatabase.com

The TRIP Database searches over 75 sites of high-quality medical information. The TRIP Database gives you direct, hyperlinked access to the largest collection of 'evidence-based' material on the web as well as articles from premier on-line journals such as the BMJ, JAMA, NEJM etc.

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	Campbell Collaboration (C2): The Campbell Collaboration Library and Database <i>Free search</i> http://www.campbellcollaboration.org/	*
Level 2. Other Systematic Reviews and Meta-analyses		
	PubMed MEDLINE - Systematic Reviews <i>Free</i> http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?holding=uw	**
	Centre for Reviews and Dissemination (CRD) <i>Free</i> http://www.york.ac.uk/inst/crd/	**

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Level 3 & 4. Evidence Guidelines/ Summaries		
	AHRQ National Guideline Clearinghouse <i>Free</i> http://www.guideline.gov/	***
	BMJ Clinical Evidence http://www.clinicalevidence.com/	**
	Cancer Care Ontario Program in Evidence-Based Care - Information for Practitioners <i>Free</i> http://www.cancercare.on.ca/index_standards.htm	***
	CDC Recommends <i>Free</i> http://www.phppo.cdc.gov/cdcRecommends/AdvSearchV.asp	***
	CMA Infobase: Clinical Practice Guidelines <i>Free</i> http://mdm.ca/cpgsnew/cpgs/index.asp	***
	New York State Office of Mental Health (OMH): Creating an Environment of Quality Through Evidence-Based Practices <i>Free</i> http://www.omh.state.ny.us/omhweb/ebp/index.htm	**
	Cancer Care Ontario Program in Evidence-Based Care - Information for Practitioners <i>Free</i> http://www.cancercare.on.ca/index_standards.htm	
	CMA Infobase: Clinical Practice Guidelines <i>Free</i> http://mdm.ca/cpgsnew/cpgs/index.asp	

	FPIN Clinical Inquiries included in <i>Journal of Family Practice</i> http://www.jfponline.com	

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Level 5. RCTs, Case Cohorts, Control Studies		
	PubMed <i>Free</i> http://pubmed.gov/	**
	Cochrane Library <i>Free</i> http://www.cochrane.org/index2.htm	*
	Education Resources Information Center (ERIC) <i>Free</i> http://www.eric.ed.gov/	*
	Social Work Abstracts http://www.columbia.edu/cgi-bin/cul/resolve?AMT0865	**
	PsycInfo http://www.columbia.edu/cgi-bin/cul/resolve?ALD2284	*
Level 6. Clinical Research Critiques		
	ACP Journal Club http://www.acpjc.org	
	POEMS (Patient Oriented Evidence that Matters) http://www.infopeoms.com/infopeoms/main.cfm	