Instructional methods used by health sciences librarians to teach evidence-based practice (EBP): a systematic review

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APPENDIX B

Data extraction elements modeled on the methodology described in Koufogiannakis and Wiebe [12]

Item #	The numerical order of papers included in the project
Author(s)	Name of all authors on paper
Publication date	Date when the paper was published
Institution/position	The institution where the research took place, including country if other than United States
Subject/field	Department or school or specialty of authors
Study objective	The study objective stated by the authors
Participants/subject of study	The departmental and student levels (medicine, nursing, etc., students; or faculty, or residents, etc.)
Study period	Duration of the research period
Tie to student need	Was the teaching tied to students' class assignment?
Contact time	How long was the instruction/class/session? How many times per year/semester?
Learning objectives	Aims of teaching
Faculty collaboration	Was the instruction based on a partnership with department/school faculty or solely librarian initiated?
Integrated or independent	Was the instruction integrated as part of an existing course or was it an independent course or session?
Teaching method	Way of presenting instructional materials or activities
Mode of class delivery	How the instruction was carried out (lecture, small-group, computer lab, online, face-to-face, etc.)
Research method	Type of study design, research methodology
Learning outcomes	How was the learning measured (tests, searching exercises, re-post format, survey)
Results/reported outcome	Results of research, including numerical data; outcome as reported by the authors
Study limitations	Any limitations stated by the authors