Data Documentation

Evidence-based decision making by undergraduate dental students - Teaching proposal and student´s perception

Version 1.0 – April 23th, 2024

Sinval Adalberto Rodrigues-Junior[1]; Matheus de Azevedo Kinalski[2]

[1] Health Sciences Post-Graduate Program, Community University of the Chapecó Region – Unochapecó; [2] Instituto Odontológico das Américas, Chapecó, SC, Brazil

Abstract

This document describes data collected from dental students on their perception about a teaching proposal of Evidence-Based Dentistry in undergraduate level. The component was proposed in the end of the dental course in a Southern Brazilian university. One of the questionnaires applied to the students verified their perception of the component, while the other, based on the Questionnaire to Evaluate the Competency in Evidence-Based Practice (EBP-COQ Prof©) assessed questions pertaining to attitudes, knowledge and skills towards Evidence-Based Dentistry. The datasets present the original data based on the answers of the students.

Citing the dataset: Rodrigues-Junior, Sinval, 2024, "Evidence-based decision making by undergraduate dental students - Teaching proposal and student´s perception", https://doi.org/10.7910/DVN/EOV9X8, Harvard Dataverse, V1.

Motivation

Aiding at having dental professionals prepared to deal with evidence-based dentistry, one must start teaching the concepts and the context in undergraduate course. We proposed a component in the curriculum with that aim.

Methodology

The component was offered in a Southern Brazilian university. Two questionnaires were applied to the students after the component ended. The first questionnaire focused specifically on how students perceived the component and contained 10 5-point likert-based questions regarding the teaching plan, the distribution of the instrumentalization content, support materials, time spent on the component, the moment in the course curriculum, teacher´s knowledge, teacher's ability to communicate, courseware, evaluation process and the component as a whole. The students could classify each item from very bad to very good. Also, two open questions asked for positive and negative aspects of the component and for suggestions to improve it.

The second questionnaire aided at understanding the student's perception of Evidence-Based Dentistry after the component. A free translation of the Spanish Questionnaire to Evaluate the Competency in Evidence-Based Practice (EBP-COQ Prof©) from Ruzafa-Martínez et al. (2020) was applied to the students. Twenty-two 5-point likert-based questions pertaining to attitudes, knowledge and skills were applied to the students.

Components of the dataset

The data file data_01.csv describes the student's perception about the component ministered. The following variables are available:

Code: numerical code meant to identify each participant when using filters or reclassifying by variables;

Sex: 1 stands for male and 2 for female;

Age: student´s age in years;

The following questions represent the student´s perception about the component and are classified as 1 – very bad, 2 – bad, 3 – not bad not good, 4 – good and 5 – very good. The items considered are:

1. Teaching plan;

2. Distribution of the instrumentalization subjects;

3. Support material;

4. Time spent;

5. Moment in the course curriculum;

6. Teacher´s knowledge;

7. Teacher´s ability to communicate;

8. Courseware;

9. Evaluation process;

10. Discipline as a whole.

The data file data_02.csv describes the results of the Questionnaire to Evaluate the Competency in Evidence-Based Practice (EBP-COQ Prof©) from Ruzafa-Martínez et al.

(2020). The questionnaire presents 22 questions based on a 5-point Likert scale, with the following meaning: 1 – strongly disagree, 2 – disagree, 3 – neither disagree nor agree, 4 – agree and 5 – strongly agree. The variables available are:

1. EBP helps decision-making in clinical practice;

2. I am grateful for the availability of scientific evidence that supports the care I practice;

3. PBE increases the autonomy of the nursing profession;

4. I am grateful or would be grateful for the application of EBP in my work center;

5. EBP is one of my professional priorities right now;

6. The application of EBP improves patient care;

7. I am willing to make a greater effort to apply EBP in my clinical practice;

8. I believe I should gain more training in EBP;

9. I know how to formulate clinical questions structured according to the PICO question (patient, intervention, comparison and outcome);

10. I know the main webs with information that has already been critically evaluated (Cochrane, NICE, Guiasalud...);

11. I know the aspects that determine the quality of quantitative research;

12. I know the aspects that determine the quality of qualitative research;

13. I know the evidence level of the different designs of research studies;

14. I know the degrees of recommendation that endorse the introduction of health interventions;

15. I know the meaning of the main measures of association and effect size (Student's t, chi-square, RR, OR, and NNT, etc.);

16. I feel able to pose a clinical question to initiate a bibliographic search for scientific evidence;

17. I feel able to carry out structured bibliographic searches in the main databases;

18. I feel able to evaluate the methodological quality of a scientific article;

19. I feel able to interpret the effect size and precision of the results of a scientific article;

20. I feel able to evaluate the applicability of the results of a scientific article in my work center;

21. I feel able to analyze a clinical problem based on the assessment of the patient and/or the evaluation of his/her health outcomes;

22. I feel able to communicate to my colleagues the results obtained with my clinical practice.

About the project

The project had no funding. The authors declare that they have no conflict of interest of any nature or kind.

References

Ruzafa-Martínez M, Fernández-Salazar S, Leal-Costa C, Ramos-Morcillo AJ. Questionnaire to evaluate the competency in evidence-based practice of registered nurses (EBP-COQ Prof©): development and psychometric validation. Worldviews Evid Based Nurs 2020;17(5):366-375. doi: 10.1111/wvn.12464.