

Achieving evidence-based practice: a handbook for practitioners. 2nd edn

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Evidence-based practice (EBP) and evidence-based decision making (EBDM) are increasingly mentioned in discussions among health professional groups. Educational programmes for health professionals are implementing specific courses to teach undergraduate students how to find, appraise, synthesize and implement evidence for practice. Dental hygiene educational programmes and practicing dental hygienists are part of the movement toward a culture of EBP.

This book would be of interest to dental hygiene educators and researchers. Additionally, the book could be used as a resource for a facilitator in a study club or journal club to work with members as they strengthen skills for EBDM. This is the second edition of the book and two additions to the book include an update of references to particular policies and a discussion on the role of clinical governance for the implementation of EBP.

There were 10 contributors and two editors for this book. The book is predominantly written by health professionals from the UK, so the clinical practice context used as examples are from a UK perspective. However, much of the content is quite easily transferred to the practice and education contexts of dental hygiene internationally. Chapters 1–4 on finding the evidence are easily applied to dental hygiene education and practice settings. The concepts presented in chapters 5–7 for applying the evidence to practice are predominantly set in nursing practice in an institutional setting. This makes it more difficult to transfer the concepts to dental hygiene practice when the practice setting differs greatly. For example, chapter 7 titled *Audit* explains an audit process that is rarely used in dental practice. Audits are an important component for EBP

and dental practice should be considering incorporating audits into practice on a regular basis.

The book is organized into three sections that together contain a total of 10 chapters. The sections are titled: (i) looking for the evidence; (ii) applying the evidence; and (iii) reflecting upon the evidence. In section 1, looking for the evidence, the concepts of EBP, types of evidence, systematic reviews and information sourcing are covered. The coverage does not involve extensive detail, but it provides adequate detail that the reader would understand the concept and be able to implement the process for recognizing and finding sources of evidence. The fourth chapter on information sourcing delves into the range of relevant sources of information, discusses a structured approach to search for evidence, and describes major bibliographical databases currently available and that index healthcare information.

Section 2, applying the evidence, includes discussions of clinical effectiveness, development of practice, best practice and audit. The first chapters emphasize the role of professionals to ensure that clinical effectiveness is first and foremost a prime consideration in guiding a high-quality and cost-effective healthcare service. The next chapter describes the process for the development of practice that is defined as a participatory client-centred process which integrates research and practice using various facilitative methods. The last chapter describes the audit process and how it can be implemented effectively by clinical professionals to assess certain factors in practice to further develop and deliver the most safe and effective health care.

Lastly, section 3, reflecting upon the evidence, presents considerations for a personal, organizational and ethical change. This section considers the personal and organizational factors along with the ethical components that may be required of a practitioner to better achieve EBP. Health professionals have an ethical obligation to society to use the best knowledge available to contribute to the greatest health improvements for their clients.

Structurally, the content in the book is organized with reflection boxes, situated in various places throughout the

chapters prompting the reader to consider the concept in relationship to their own practice. These are excellent reflective prompters that should initiate thoughtful consideration on a person's own practice. Each chapter begins with a *Key Issues* list that is organized in a shaded box format, which quickly introduces the reader to its contents. Information is also organized with numerous subheadings that quickly guide the reader to specific information. Lastly, content is organized in summary boxes which add to the user-friendly style of text presentation. References are provided at the end of each chapter.

Many parallels can be drawn between this book and dental hygiene practice and I particularly enjoyed the first section. I believe that many dental hygiene educators would find these four chapters in section 1 very useful. However, the content is predominantly situated in an institutional setting in the UK and some parallels are more difficult to draw, so some may wish to seek a text that is written from a private clinical perspective.

This is a reader-friendly text that provides adequate information about the process and reasoning for achieving EBP for

health practitioners. It is a well-written handbook but is focused for institutionally based delivery of nursing care and it is often difficult to transfer the concepts to a private dental hygiene clinical setting. The book could be a useful adjunct resource for dental hygiene educators who want a clearly written explanation of the process for finding and implementing evidence in practice for teaching undergraduate students. It illuminates many concepts that an educator would hear frequently discussed in the academic setting. The book is intended to be a handbook not a comprehensive text; however, it still provides very practical coverage of the topic area.

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