

Evidence-based teaching on the subject of reminiscence

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Background

- Bergen University College has evidence-based practice as one of the main targets for teaching and research.
- "Teaching shall be based on research" (St.meld 38, 1998-1999), a Norwegian white paper.

The lecture

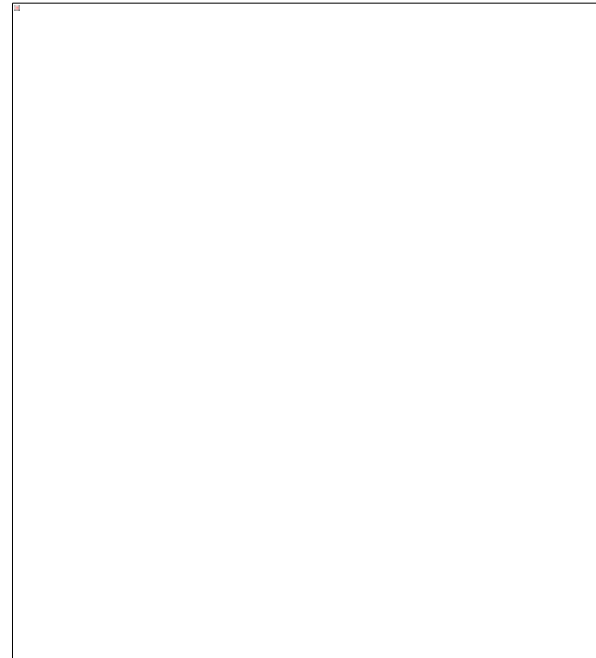
- For bachelor students in second year of Social education.
- 3 hours lecture. Two hours were about theoretical and practical aspects of the method. One hour was about research-based knowledge.

The students



Aim

The aim was that the students would learn evidence-based knowledge on the subject of reminiscence



Methods

- **Search question:** What effect has reminiscence in a population of elderly in forms of health improvements?
- **Search strategy:** It was searched for *review* and *reminiscence* in these databases: Cochrane Library, Medline, Cinahl, Acedemic Search Elite and Dare.
- **Results:** Three systematic reviews were found, one of them beeing a Cochrane review. One review was rejected.

Results

There is an interesting difference between the positive effects of reminiscence when it comes to statements from an author of a textbook (Heap, 2002) on one side and the more realistic and sober statements from evidence-based researchers (as Spector et al 2004, Hsiehs et al 2003) on the other side.

Results continued

- **The textbook:** Research has shown that reminiscence has effect on health improvement in many different aspects
- **The reviews:** Reminiscence has limited or none effect on health improvement

Conclusions

- **Student evaluation:** The students were interested in the evidence-based results. The evidence of none or poor effect stimulated an interesting class discussion about whether or not to use the method of reminiscence in clinical practice.
- **Consequences for the role as a teacher:** Preparing a research-based lecture takes more time than traditional teaching.