	Universidade Federal do Ceara Pró-Reitoria de Pesquisa e Pós-Graduação Coordenadoria de Pesquisa e Ensino

FORMULÁRIO PARA CRIAÇÃO DE COMPONENTE CURRICULAR

1. IDENTIFICAÇÃO DO PROGRAMA

Programa Programa de Pós-Graduação em Fisioterapia e Funcionalidade

2. TIPO DE COMPONENTE

Atividade ( ) Disciplina ( ) Módulo (X)

3. NÍVEL

Mestrado (X) Doutorado ( )

4. IDENTIFICAÇÃO DO COMPONENTE

Nome:	Introduction to Systematic Reviews and Meta-Analysis of Interventions
Carga Horária Prática:	-
Carga Horária Teórica:	16h
Nº de Créditos:	01
Obrigatória:	Sim ( ) Não (X)
Área de Concentração:	Avaliação e Intervenção Fisioterapêutica e Aspectos Funcionais

5. DOCENTE RESPONSÁVEL

Prof. Dr. Magno M. F. Formiga G. de Oliveira
Prof. Dr. Rafael Barreto de Mesquita

6. JUSTIFICATIVA

The proposed course is a crucial step towards internationalization and enhancing the program's current standing. Systematic reviews and meta-analysis are cornerstone based healthcare, widely recognized and employed worldwide. By offering this course fully in English, we not only provide students with essential skills for developir improve their English language proficiency, an important asset for disseminating research findings and engaging in international academic discourse. The proposed co goals of academic excellence, research dissemination, and preparing our students for potential international collaborations.

7. OBJETIVOS

Objetivo Geral:
- Understand the role of systematic reviews and meta-analyses in healthcare
- Explain the essential steps of conducting a systematic review and meta-analysis

Objetivos Específicos:
- Formulate a specific study question and define inclusion and exclusion criteria
- Conduct an electronic search using the appropriate terms in different databases
- Gain familiarity with tools for assessing risk of bias in randomized controlled trials
- Run basic analyses and interpret the output
- Appraise the quality of a systematic review
- Assess the quality of evidence using the GRADE system
- Describe the challenges associated with performing and interpreting systematic reviews

8. EMENTA

Overview of the concepts necessary for performing systematic reviews and meta-analysis of interventional studies. Step-by-step instruction in how to conduct systema including different aspects (e.g. developing literature search strategies, data extraction and management, and statistical methods for meta-analysis). Additional topics v choosing a meta-analytic method, study quality assessment, presentation of results).

9. PROGRAMA DA DISCIPLINA/ATIVIDADE/MÓDULO

Class 1 - Introduction to Systematic Reviews
- In-class small group exercise (25%)
Class 2 - Conducting and Reporting Systematic Reviews
Class 3 - Searching and Selecting Studies
- In-class small group exercise (25%)
- Due: Homework assignment 1 (25%)
Class 4 - Collecting Data and Effect Measures (part 1)
Class 5 - Collecting Data and Effect Measures (part 2)
Class 6 - Preparing for Synthesis and Meta-Analyses
Class 7 - Risk of Bias in Randomized Trials, Certainty of the Evidence
Class 8 - In-class Small Group Presentations
- In-class small group 10-minute presentations, followed by 10-minute discussions (25%)

10. FORMA DE AVALIAÇÃO

Grades will be based on points accumulated on four assignments. There will be a total of 100 total possible points, distributed as follows:

- *In-class small-group exercise 1 (25%):* Students will be instructed to formulate a research question in small groups, look for ways to refine the questions and present difficulties to the whole class.

- *Homework Assignment 1 (25%):* Students should read chapter 2 of the Cochrane Handbook; refine the study question that they have chosen for the course; develop tl criteria; do a quick search on the Cochrane Database of Systematic Reviews to check if a systematic review or protocol on their topic has already published; download their study question and inclusion/exclusion criteria (i.e., complete all the sections in RevMan up to “Search methods for identification of studies”).

- *In-class small-group exercise 2 (25%):* Students will be instructed to generate a short list of keywords and subject headings in small groups to use in their search, cor appropriate Boolean operators.

- *In-class small-group presentation (25%):* Students should present the methods of their planned study using PRISMA guidelines, including eligibility criteria, informa selection process, data collection and synthesis processes.

To pass the course, a minimum score of 50% (i.e., a grade equal to or higher than 5.0 points) and at least 75% attendance is required.

11. BIBLIOGRAFIA

BIBLIOGRAFIA BÁSICA

1. Higgins JPT, Thomas J, Chandler J, Cumpston M, Li T, Page MJ, Welch VA (editors). Cochrane Handbook for Systematic Reviews of Interventions version 6.4 (upd 2023. Available fromhttps://training.cochrane.org/handbook

BIBLIOGRAFIA COMPLEMENTAR

2. Guyatt, G. H., Oxman, A. D., Kunz, R., Atkins, D., Brozek, J., Vist, G., Alderson, P., Glasziou, P., Falck-Ytter, Y., & Schünemann, H. J. (2011). GRADE guidelines: deciding on important outcomes. Journal of clinical epidemiology, 64(4), 395–400. https://doi.org/10.1016/j.jclinepi.2010.09.012

3. Sterne, J. A. C., Savović, J., Page, M. J., Elbers, R. G., Blencowe, N. S., Boutron, I., Cates, C. J., Cheng, H. Y., Corbett, M. S., Eldridge, S. M., Emberson, J. R., Her Hróbjartsson, A.,Junqueira, D. R., Jüni, P., Kirkham, J. J., Lasserson, T., Li, T., McAleenan, A., ... Higgins, J. P. T. (2019). RoB 2: a revised tool for assessing risk of bi (Clinical research ed.), 366, l4898. https://doi.org/10.1136/bmj.l4898.

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