Fostering Lifelong Learning

Part 2:
Developing Skills for Evidence-based Practice
Objectives

- Define evidence-based practice and explain its importance to students
- Critique your own use of evidence-based medicine
- Create a plan for incorporating modeling and instruction on evidence-based practice
Evidence-based Practice

Pause and reflect. . .

How do you schedule time to keep current in your practice?

How do you model evidence-based practice to your students?

Pause the video to answer the questions above.
EBM vs. EBP

Evidence-based Medicine – intentional use of evidence in literature regarding best practices in treatment (theoretical background)

Evidence-based Practice – multidisciplinary focus on health using EBM data

Why EBM?

“Evidence-based medicine is the process through which a physician combines her/his experience, the best research available and patient preferences in order to make clinical decisions.”

EBM: A Step in Treatment (EBP)

Evidence-based medicine is . . .

- a source of information regarding the newest advances
- assurance that your patients are fully informed of their options
- only a step in the process that includes patient wishes, cost, ethical considerations, etc.

Five “A’s” of EBM

- ASKING a clinical question
- ACQUIRING the evidence
- APPRAISING the evidence
- APPLYING it to patient care
- ASSESSING performance

Intro to EBM

- Rahul Patwari, Associate Professor
  Department of Emergency Medicine
  Rush Medical College, Chicago IL

- https://www.youtube.com/watch?v=XCFZB5ZZyso
Challenges

Pause and reflect. . .

What are the challenges with EBM?

How do you address these challenges?

What insights can you give students?

Pause the video to answer the questions above.
Challenges

- Time consuming
- Lack of training in literature review
- Finding relevant research to situation
- Determining the best evidence
- Explaining findings to patient in layman’s terms

How do I find time for EBM?

- Do you
  - Set aside scheduled time to review current literature in your discipline for future reference?
  - Seek out literature to deal with a specific clinical problem?
    - If so – how often? Case by case or during a scheduled block?

- Pause the video to answer the questions above.
Incorporating Evidence-based Practice into your routine

Schedule a time for current literature review.

- Skim journals in your discipline
- Search for articles on a particular case.
Critiquing a medical study

MAARIE Framework

Method
Assignment
Assessment
Results
Interpretation
Extrapolation
Teaching Evidence-based Practice

- Do you intentionally instruct students regarding evidenced-based practice?
- How can you begin or improve student discussions regarding EBM?

• Pause the video to answer the questions above.
Suggestions for Teaching EBM Strategies to students

- EBM education should...
  - Happen in the clinical setting to provide relevance
  - Include essential skill of recognizing knowledge gaps
  - Involve multiple exposures through other health professions
  - Combine active and online learning

Modeling Evidence-based Practice

Demonstrate – model your reflective practice by describing evidence

Delegate – assign students journal articles to critique

Discuss – follow up assignments by discussing strengths and weaknesses
Venues for teaching EBM

- Journal clubs
- Assigning research as part of case presentation models
- Electronic databases
- Seminars with design experts (i.e. medical librarians, basic scientists)
Resources needed

- What resources and supports do you need to start intentionally teaching evidence-based practice?

Pause the video to answer the questions above
Suggested Resources

- WVSOM Office of Assessment and Educational Development
  - Additional training
    - Literature search
    - Critiquing journal articles

Text:
References


References


CME Credit Opportunities

DO Physicians: The West Virginia School of Osteopathic Medicine is accredited by the American Osteopathic Association to sponsor continuing medical education for physicians. WVSOM designates this program for a maximum of .5 AOA Category 1-B credits and will report CME and specialty credits commensurate with the extent of the physician’s participation in this activity pending approval from the AOA CCME.

MD Physicians: WVSOM designates this learning module for a maximum of .5 AMA PRA Category 1 Credits. Physicians should claim only the credit commensurate with the extent of their participation in the activity.
CME Credit Instructions

After completing any SWC modules:

Email the Office of Assessment and Educational Development:

oaed@osteo.wvsom.edu

A post-test/survey will be sent for you to complete and return.