REAL LIFE CASE SCENARIOS AS A TOOL TO FACILITATE EBP IN PAEDIATRIC EDUCATION

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BACKGROUND

Benefits of EBP in bedside teaching & learning

- **Students**
  - Implementaion of best evidence at the point of care
  - Enhancement of student motivation
  - Integration of information literacy training
- **Teachers**
  - Empowerment of clinical and educational knowledgebase
  - More efficient use of information resources

Pinnock R., Jones A. An undergraduate paediatric curriculum based on clinical presentations and 'key features'. J Paed Child Health 2008;44:661664.

AIMS

Demonstrate 2-year experience with innovative EBP paediatric education

- Transition from disease-oriented evidence (DOE) to patient-oriented evidence that matters (POEM)
- Introduction of real-life clinical scenarios
- Enhanced learning environment
  - Clinical supervision
  - Supportive guidance of library staff
  - Web-based tutorials

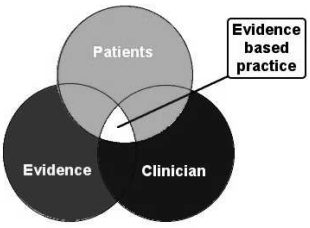
Ebell M., Shaughnessy A. Information mastery:Integrating continuing medical education with information needs of clinicians. J Cont Educ Health Prof 2003; 23:S53-S62.

METHODS

Educational strategies

Traditional

- Symptom/Disease approach
- Whole-class & small-groups
- Bench-to-bedside training
- Textbook-based learning



Innovative

- Patient-oriented approach
- Introductory EBP workshop
- EBP bedside teaching & learning
  - Background knowledge
  - Specific question (PICO)
- Library-facilitated search
  - Interactive training
  - Web-based tutorials
- Real case scenario development
  - Patient file completion
  - Research paper analysis
  - Clinical guidance
  - Presentation
- Knowledge assessment
  - Clinician-teachers
  - Librarians

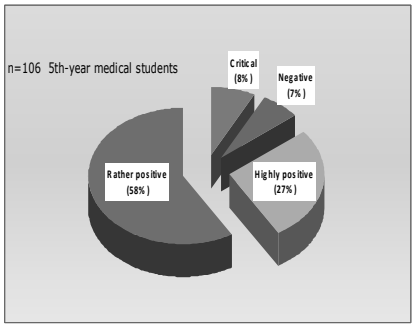
vanHell EA et al. Transition to clinical training: influence of pre-clinical knowledge and skills, and consequences for clinical performance. Med Educ 2008; 42: 830-837.

RESULTS
EBP curriculum evaluation (1)

Pilot stage
2007/2008

Educational strategies

- Student feedback
  - **106**/5th-year students



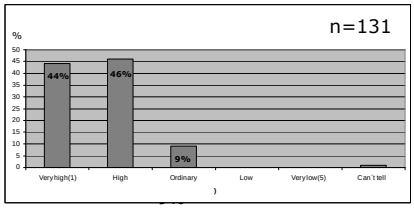
Source: Audited results of the ESF project. Olomouc, June 2008

RESULTS
EBP curriculum evaluation (2)

Implementation stage
2008/2009

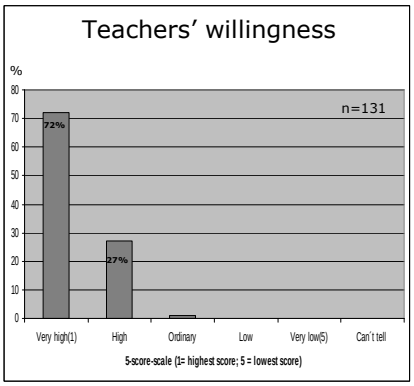
- Clinical instruction
  - Student feedback
    - **131**/5th-year students

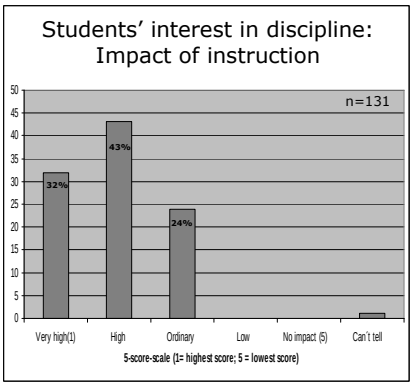
Quality of practical training



1%

RESULTS
EBP curriculum evaluation (3)





RESULTS
Search skills training/E-learning

n = 131

Mode of instruction	Taught/Developed by	Status	Perceived value %		
			YES	NO	CAN´T TELL
Presentation + demonstration + web tutorial	Clinicians, librarians	Comp	82%	14%	4%
Subsequent interactive search skills training	Librarians	Elect	64%	15%	21%
		Actual attendance ⇨	54%	46%	xxx
Standard course in search skills	Librarians, clinicians	Elect	17%	42%	39%

Web tutorials are available from National Medical Education Portal „MEFANET" http://www.mefanet.cz

Ledden L, Kalafatis SP, Samouel P. The relationship between personal values and perceived value of education. J Bus Res 2007; 60(9): 965-974.

LIMITATIONS

- Short-time experience
  - 1 year pilot stage
  - 1 year full implementation
- Application of EBP education to one medical specialty
- Student gaps in epidemiological thinking
- Different levels of student motivation and IT skills
- *„I found this learning activity enlivening, illustrating, enriching, **BUT** extremely time consuming…"*

CONCLUSIONS

Team work & Team building

- Sharing goals and visions
- Climate of trust and respect
- Carefully determined roles
- Long-term working relationships

- Integration of evidence-based learning with traditional face-to-face & bedside teaching
- Continuing need to sharpen EBP skills among clinical teachers
- Librarians serve as facilitators of information retrieval and presentation skills
- Regularly updated web tutorials support self-directed learning
- EBP educational strategies help develop effective approach to patient care

Callison D. Keywords in instruction: Collaboration. School Library Media Activities Monthly1999;15(5):38-40.
Khan KS., Coomarasamy A. A hierarchy of effective teaching and learning to acquire competence in evidence-based medicine. BMC Medical Education 2006;6:59.