

Introduction to the Workshop –Teaching Stream

1. WHAT PEOPLE OFTEN MISS

You have signed up for a group that focuses on **teaching** EBCP. The best way to learn to teach, is to practice teaching and get feedback. That's what **YOU** will be doing at the workshop, so please come prepared. Read on for details and/or consult your tutors who will be in touch with you on email. We encourage you to communicate with your tutorial team via e-mail to discuss questions or concerns.

2. BACKGROUND

What is Evidence-Based Clinical Practice?

The most popular definition characterizes evidence-based clinical practice (EBCP) as the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients.

However one defines EBCP, its practice involves a number of skills. These include:

- Defining clinical questions in a way that allows clear answers (*Ask*)
- Efficient searching for the best information to answer the question (*Acquire*)
- Appraising the evidence to determine its strength (*Appraise*)
- Extracting the clinical message from the information (*Apply*)
- Applying that information to ones' patients, including weighing risks and benefits in the context of patient values and preferences (*Act*)

Clinicians trained in both medicine and in epidemiology and biostatistics have developed strategies for optimal use of evidence in providing patient care. Our workshop is designed for those who are, or will be, the role models and teachers of EBCP.

3. OBJECTIVES

An overarching objective of the workshop is to renew and enhance participants' enthusiasm about teaching EBCP, and to kindle their imagination about ways to improve their teaching. After participation in the Evidence-Based Clinical Practice workshop, the learner will develop the knowledge base and/or skill set to:

- Describe approaches for effective teaching of evidence-based clinical practice in different educational settings (on the wards, in out-patient clinics, tutorials, journal clubs, and large group sessions).
- Understand and describe the process of incorporating EBHC into clinical practice.
- Advance their evidence-based clinical practice skills
- Describe effective and interactive means of teaching small and large groups settings.
- Identify high quality evidence-based resources for the purpose of patient care, teaching, and continuing education through independent learning

4. HOW WE ACHIEVE THESE OBJECTIVES

While the workshop includes a mix of large-group and small-group sessions, the major venue for learning will be in your small group. The groups work together to help one another advance their evidence-based practice skills.

5. SMALL GROUP SESSIONS

As you will see from the program, we have scheduled eight small group sessions. Groups will typically have approximately eight participants, two tutors experienced in teaching EBCP in the small group environment, a tutor-trainee and a librarian.

Each group will meet on Monday evening, review the members' goals and, building on prior online interaction, begin to set its agenda for the week. Each group will chart its own course to best match the learning objectives of the participant group..

The small group sessions are highly interactive, and rely heavily on role-play. Participants define a clinical setting (e.g. on the ward or in an outpatient clinic with house staff, a medical school tutorial, a journal club) in which they will be teaching EBCP (with the exception of didactic lectures or Power Point presentations, which generally do not fit well with the goals of these sessions.) One group member is designated as the instructor, teacher, or facilitator, and other members adopt the roles of medical students, residents, or colleagues interested in learning EBCP. What varies are the settings, who takes the facilitator role, and the content in terms of the type of article (if there is an article at all – there may not be) and the specific clinical problem being addressed. Our expectation is that everyone will present at least once during the tutorial sessions.

We encourage participants to consider the settings in which they will do most of their teaching and the challenges they face there. For many participants, these settings are mostly on the ward or in the outpatient setting where the teaching opportunities are from 30 seconds to 20 minutes. Other opportunities are more conventional - morning report, journal clubs, noon hour rounds, or student tutorials. The groups work together to help one another develop interactive teaching strategies for each of these settings.

As with most educational activities, you are likely to get the most out of the workshop if you prepare beforehand. You should begin thinking of your first presentation. Ideally you will consider a teaching opportunity you have encountered in the patient care arena, or in a specific teaching setting, and challenges you have faced in these settings.

The idea of the small group sessions is to use the tutorial sessions as a laboratory for trying out approaches that you would like to use in your home setting. You may elect to have the participants in your tutorial group role-play specific protagonists in your teaching scenario. This will augment the verisimilitude of your teaching experiment and create structure to your session.

6. SEARCHING SKILLS

A key component of EBCP is 'efficient searching for the best information to answer the question'. To help you to enhance your skills, most groups, and if we have enough librarians every group, will have its own librarian. The major roles of the librarian are to assist in the construction of well-built questions; the identification of high quality evidence-based resources; the development and enhancement of searching skills.

The group can use the librarian's expertise in tutorial sessions, in a scheduled 2-hour computer lab session or by individual students and tutors during study time or drop-in lab sessions. Most groups choose to have one computer laboratory session, typically co-run by a participant and librarian or a participant who had worked out the session's content with the librarian beforehand. How this session might be handled is up to each group, but it is important to remember that you have access to a skilled librarian who was chosen based upon her/his knowledge of EBM, small group teaching and searching. Please plan to take advantage of this opportunity.

Searching on your own to address your real questions and cases to make the experience authentic and to maximize your learning will require library work, either at home before you come, or at McMaster. The Health Sciences Library, located within McMaster Health Sciences Centre, is open from 8:00 a.m. to 9:45 p.m. (Monday-Thursday), and 8:00 a.m. to 7:45 p.m. (Friday). A staff member will be available throughout the week to help locate articles. You can conduct searches on a number of databases free in the library with or without the help of a librarian. As you develop your own materials we encourage you to seek assistance, as needed, from the librarian, tutors, and tutor trainee.

7. PROBLEM PACKAGES

We have prepared specialty-specific (internal medicine, surgery, family medicine, pediatrics, emergency medicine, chiropractic, traditional Chinese medicine) sets of teaching modules dealing with EBCP. Though the clinical problems in these packages are specialty-specific, the overall format and methodologic documents are the same for all workshop participants. Each of these packages contains:

- an outline of the goals and objectives of the package
- a clinical scenario describing a patient problem
- one or more clinical papers pertinent to the problem posed in the scenario
- some worksheets for organizing ideas as readers work through articles

Participants evaluate the clinical papers and complete the worksheet using the relevant section of an evidence-based practice text they receive, *Users' Guides to the Medical Literature*. For teaching groups, these packages are very much a fall back - the optimal is for you to teach your own materials.

You can access the packages on the website or on the memory stick that you will receive.

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