

Teaching Practice-based Learning & Improvement (Effective Evidence-based Medicine)



SANFORD SCHOOL OF MEDICINE

The University of South Dakota

MEDICAL EDUCATION

Objectives

After the session, participants will be able to:

- Identify evidence-based learning needs
 - Locate & correctly interpret medical literature relating to specific patients, groups of patients, or problems
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Evidence-based Medicine

- ❑ the conscientious, judicious use of the best available information in the health care of individuals and populations
 - ❑ requires skill in informatics and the ability to critically appraise the quality of available research
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Barriers to practicing EBM

- Access
- Skills
 - Familiarity with electronic resources
 - Formulating the question
- Time

Green & Ruff. Why do residents fail to answer their clinical questions? A qual. study of barriers to practicing EBM. Acad Med 2005;80(2):176-183.

Identifying evidence-based learning needs

- Formulating a clinical question
 - PICO format
 - P patient or problem
 - I intervention
 - C comparison
 - O outcome
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Clinical Scenario

- ❑ 18 year old female with history of suicidal ideation and previous attempt
 - ❑ Currently on citalopram for treatment of depression
 - ❑ Presents to you having “missed her period” for the past two months
 - ❑ Home pregnancy test was positive
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Information resources

- Main USD Library link:
 - <http://www.usd.edu/library/>
 - DynaMed
 - Primary care focus with multiple specialty categories
 - Rates the quality of evidence
 - Links directly to full text
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