

2nd International Conference of EBHC Teachers & Developers

PONTIFICIA UNIVERSIDAD
CATOLICA

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Introducing EBHC Practice & Teaching in a Public Teaching Hospital



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AIM

To describe our experience of introducing
EBHC

- to attending clinical teachers at the Internal
Medicine Ward
- in regular clinical and teaching activities

INTRODUCTION

Sotero del Rio Hospital

- Public hospital for over 1 million people
- 68 bed internal medicine ward.
- Clinical Teaching Unit for the Catholic University Medical School.
- 60 pre or post graduate medical students rotate monthly.

INTRODUCTION

Sotero del Rio Hospital

- No formal Evidence Based Health Care activity occurred before September 2001.
- Highly motivated staff.

METHODS

Catholic University Medical School

- Faculty Development Program
- Regular EBHC workshops

METHODS

- Clinical teachers invited to small groups workshops.
- Learn skills on EBHC:
 - clinical question
 - searching the evidence
 - critical appraisal
 - applying evidence

METHODS

- Clinical teachers from Sotero del Rio Hospital were invited to practice EBHC skills.
- Weekly 1 hour EBHC Journal Club

METHODS

- Participants present the EBHC process for solving clinical uncertainty by presenting:
 - the clinical question
 - the search strategy
 - a critical appraisal of the evidence
 - the applicability of the evidence to solve the clinical problem.

RESULTS

- September 2001 to september 2003
- 19 clinical teachers have completed workshops.
- EBHC Journal Clubs started on December 2001.

RESULTS

- Regular attendance of 12 clinical teachers.
- Each leading a session every 2 - 3 months.

RESULTS

- Participants
- Can identify and transform uncertainty into clinical questions.
- Improved searching and critical appraisal skills on therapy, diagnosis and systematic review studies.

RESULTS

- Participants
- Can teach EBHC concepts to their colleagues.
- Can discuss the applicability of the evidence to our clinical practice and teaching activities.

RESULTS

- 63% of clinicians receiving EBHC instruction continue to practice their EBHC skills regularly.

RESULTS

- The EBHC JC facilitates:
- Keeping participants updated on relevant topics to our practice.
- Exposure of our students to EBHC practice.

DISCUSSION

- Learning EBHC basic skills may not translate into EBHC practice.
- Competing activities and lack of time are usual barriers to practice EBHC.

DISCUSSION

- However 63% of our trained staff have kept interest in practising their EBHC skills for 20 months.

CONCLUSION

Stepwise approach of learning → regularly practicing → teaching EBHC to colleagues created a critical mass of EBHC oriented attending clinical teachers at our Internal Medicine Ward.

CONCLUSION

- We need quantitative information regarding the impact of implementing a regular EBHC activity on clinical practice and clinical teaching.

