

Structured on-line discussion groups for teaching EBM to pre-registration house officers

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Setting

- Pre-registration house officers during clinical rotation in a busy paediatric department

Objectives

Use collaborative learning to

- Enhance knowledge of EBM information sources
- Stimulate their use in patient care
- Enhance « rational prescribing skills »

On-line versus real-time discussions

- Independent of time and place
- Direct links to on-line information sources
- Asynchronous: more time for reflection
- Slow interaction
- Same time, same place (><working schedules)
- Direct links often not readily available
- Synchronous
- Fast interaction

Method

- Structured on-line asynchronous discussion group
- Introduction session (2 hours)
- Case-based, two cases in parallel
- Focus on therapy
- Strict time schedule
 - Individual phase (3 days)
 - Discussion phase (10 days)
- Goal = motivated consensus
- 2 contributions/week are mandatory
 - ➔ Evaluation by a questionnaire

Subjective evaluation (n=48)

positive

- Students spend 4.5 h/week (mean, 1 – 11 h)
 - Tutor spends 2 – 5 h/week
- 5 point Likertscale, 3=neutral*
- Effective learning experience: 4.4 (no neg.)
 - Stimulates reflection when prescribing therapy: 4.3 (no neg.)
 - « It's fun to participate»: 4.2 (no neg.)
 - Enhances clinical reasoning skills: 3.9 (1 neg.)

Ideas for objective evaluation?

- Comparing EBM skills with those of students not having participated in the on-line discussion groups
- « measuring » use of EBM information sources during post-graduate training (self-reported? OSCE?...)
-your ideas?