

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

AIMS

Demonstrate 2-year experience with innovative EBP paediatric education

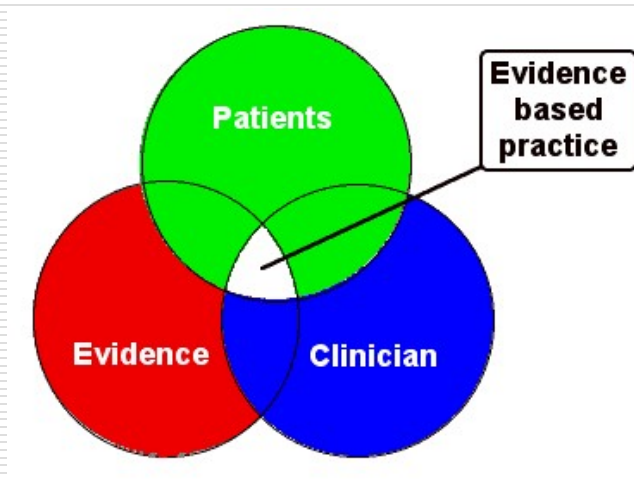
- ❑ Transition from disease-oriented evidence (DOE) to patient-oriented evidence that matters (POEM)
- ❑ Introduction of real-life clinical scenarios
- ❑ Enhanced learning environment
 - Clinical supervision
 - Supportive guidance of library staff
 - Web-based tutorials

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

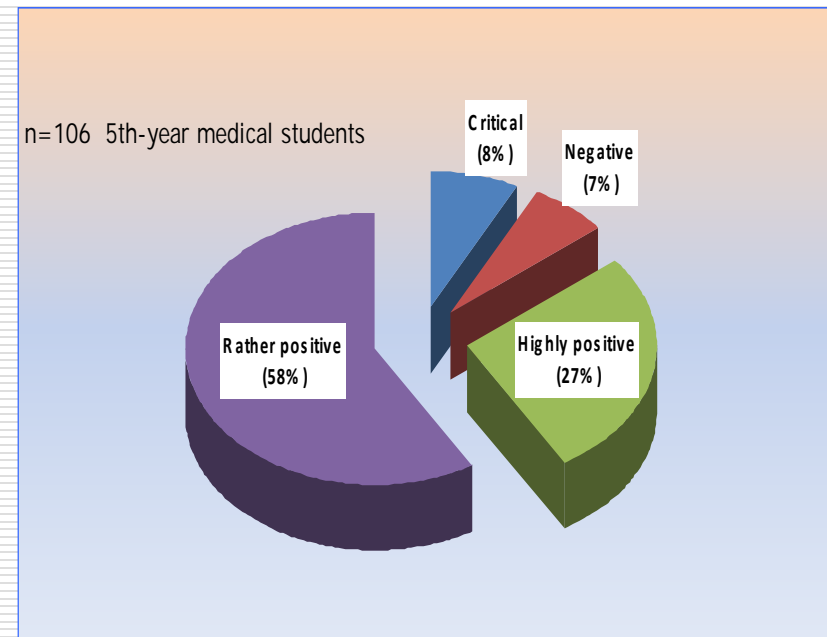
RESULTS

EBP curriculum evaluation (1)

Pilot stage
2007/2008

Educational strategies

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



RESULTS

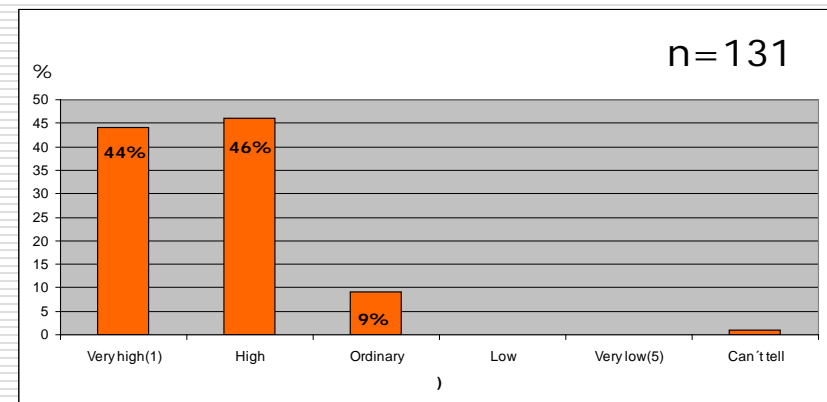
EBP curriculum evaluation (2)

Implementation
stage
2008/2009

□ Clinical instruction

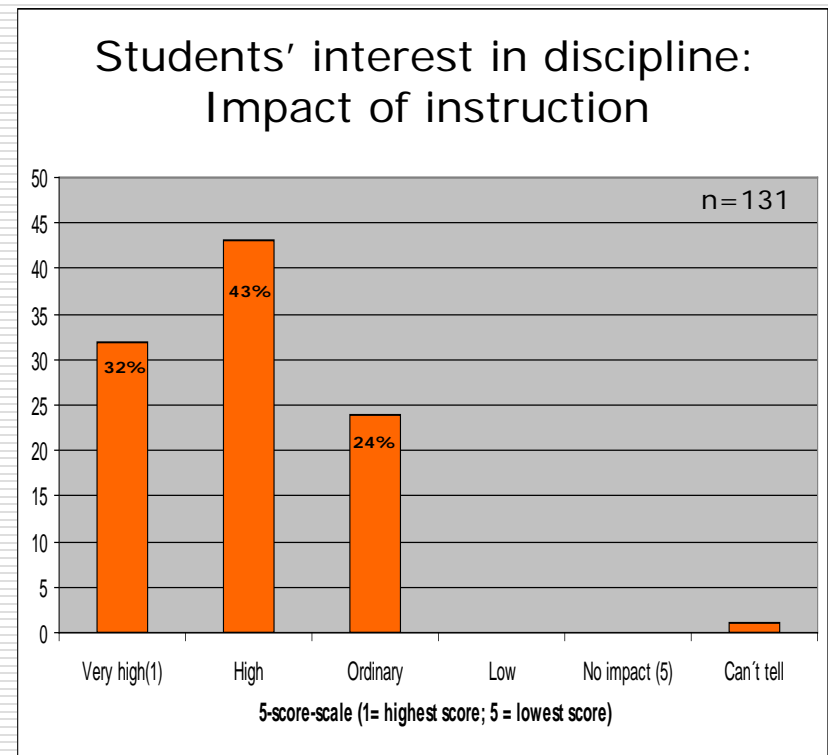
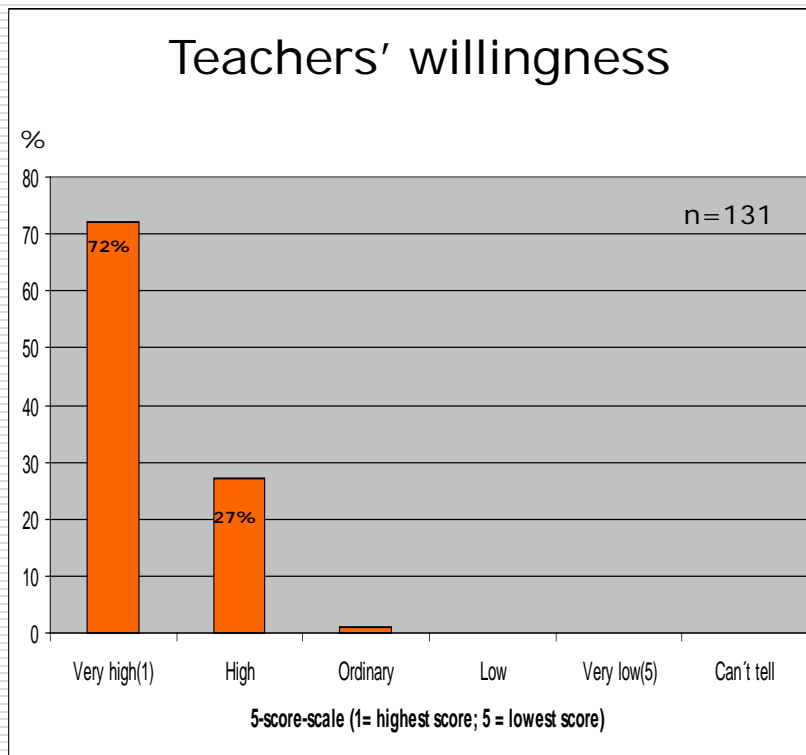
- Student feedback
 - **131**/5th-year students

Quality of practical training



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>

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