



# Developing EBM Instructional Materials for Medical Students

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# Purpose

- ◆ Discuss resources, strategies, and questions one needs to ask to define and tailor EBM instructional material.
- ◆ EBM instructional material will also be provided.

# Core Teaching Methodologies

- ◆ Developmental teaching style
  - Scaffolding: providing the most support initially and gradually withdrawing support as students master the material
- ◆ The “just right” challenge



# Read up on EBM

- ◆ What are the core concepts?
- ◆ What is your role?
  - This will help you decide upon learning tasks and objectives





# What are you expected to teach?

- ◆ Credentialing Organizations –what is required?
  - Association of American Medical Colleges (AAMC)
  - Liaison Committee on Medical Education (LCME)
- ◆ What are other librarians & EBM faculty teaching?
  - At your institution
  - Outside your institution
- ◆ What are your students' needs?
  - Gauge your students' knowledge and interests



# Anticipate Needs & Problems

- ◆ Knowledge gaps & questions
- ◆ Instructional materials & handouts
- ◆ Common student difficulties
- ◆ Promoting the need for EBM
- ◆ Controversies and cons of EBM
- ◆ Justifying the librarian's role



# How much time do you have for EBM?

- ◆ Face-to-face instruction
- ◆ Student curriculum time
- ◆ Work time
  - Course preparation
  - Course maintenance



# What resources do you have?

- ◆ Work colleagues
- ◆ Discussion lists
- ◆ EBM mentors
- ◆ Institutional faculty
- ◆ Your students!
- ◆ University courses
- ◆ Websites
- ◆ Books & articles





# Sample Instructional Handouts

Topics include:

- ◆ EBM reading lists
- ◆ Writing PICOs
- ◆ Choosing the appropriate EBM filter
- ◆ Annotated critical appraisal worksheets
- ◆ EBM search worksheet
- ◆ Advanced (Ovid) MEDLINE tips
- ◆ Strategies to increase/reduce number of article hits
- ◆ Systematic reviews & levels of evidence

# Further Reading

- ◆ Evidence-Based Health Care Teachers & Producers—currently working on an core curriculum for EBM  
<http://www.ebhc.org/>
- ◆ World Federation for Medical Education—go to “WFME Activities” <http://www.sund.ku.dk/wfme/>
- ◆ Regional Associations of Medical Education  
<http://www.amee.org/links.html>
- ◆ AAMC: Evidence Based Medicine Instruction  
<http://www.aamc.org/data/aib/cime/vol2no3.pdf>
- ◆ AAMC: Medical School Objectives Project (II.A. Role of the Life-Long Learner)  
<http://www.aamc.org/meded/msop/msop2.pdf>





# Further Reading (continued)

- ◆ Functions & Structure of a Medical School (LCME) (ED-6) <http://www.lcme.org/functions2003july.pdf>
- ◆ ACGME: General Competencies for Residents <http://www.acgme.org/outcome/comp/compFull.asp>
- ◆ Core Curriculum for Senior Health Officers (1.3 B.) <http://www.rcplondon.ac.uk/files/shocurriculum.pdf>
- ◆ Core Curriculum for the Foundation Years in Post-Graduate Education and Training (1.3 B.) [http://medical.faculty.ncl.ac.uk/undergrad/medicine/news\\_details?theid=62](http://medical.faculty.ncl.ac.uk/undergrad/medicine/news_details?theid=62) and <http://www.campus.ncl.ac.uk/PIMD/documents/med/curriculum.doc>
- ◆ EBM Librarian—links to quizzes & syllabi <http://www.geocities.com/nqiya/libraryarticles.html>



# Further Reading (continued)

## ◆ Discussion lists

### – EBM listservs

- <http://www.ebmny.org/lists.html>
- <http://www.shef.ac.uk/~scharr/ir/email.html>

### – Medical librarian lists

- <http://www.chu-rouen.fr/documed/lis.html#medlist>
- <http://www.umslg.ac.uk/links.html>

## ◆ Users' Guides to the Medical Literature: a Manual for Evidence-Based Clinical Practice

<http://www.usersguides.org>

## ◆ EBM: How to Practice and Teach EBM

<http://www.cebm.utoronto.ca/search.htm>



## Further Reading (continued)

- ◆ SUNY Evidence Based Medicine Course  
<http://servers.medlib.hscbklyn.edu/ebm/toc.html>
- ◆ An Introduction to Information Mastery  
<http://www.poems.msu.edu/InfoMastery/>
- ◆ Supercourse: Epidemiology, Global Health, & the Internet <http://www.pitt.edu/~super1>
- ◆ *Appendix: A Catalog of Biases (p 60-63) from Sackett DL. Bias in analytic research. J Chronic Dis. 1979;32(1-2):51-63.*



## Further Reading (continued)

- ◆ Barzansky B, Etzel SI. Educational programs in US medical schools, 2002-2003. JAMA. 2003 Sep 3;290(9):1190-6.
- ◆ Green ML. Evidence-based medicine training in graduate medical education: past, present and future. J Eval Clin Pract. 2000 May;6(2):121-38.
- ◆ Green ML. Graduate medical education training in clinical epidemiology, critical appraisal, and evidence-based medicine: a critical review of curricula. Acad Med. 1999 Jun;74(6):686-94.



## Further Reading (continued)

- ◆ Burrows S, Moore K, Arriaga J, Paulaitis G, Lemkau HL Jr. Developing an "evidence-based medicine and use of the biomedical literature" component as a longitudinal theme of an outcomes-based medical school curriculum: year 1. *J Med Libr Assoc.* 2003 Jan;91(1):34-41.
- ◆ Leung WC, Whitty P. Is evidence based medicine neglected by royal college examinations? A descriptive study of their syllabi. *BMJ.* 2000 Sep 9;321(7261):603-4.

# Questions, Suggestions?

## ◆ Drop me a line!

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