

POSTGRADUATE TEACHING & LEARNING INFORMATION SKILLS AND EVIDENCE BASED PRACTICE 5-YEAR EXPERIENCE.

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BACKGROUND, OBJECTIVES

The PhD study programme at Palacky University Faculty of Medicine & Dentistry (Olomouc, Czech Republic) is open to any University graduates aiming at improving their qualifications in theoretical, preclinical and clinical medical specialties, including molecular biology and evidence-based practice. The goal of this paper is to demonstrate the structure of the "**Essential Introductory Course**" (EIC), in particular three of its modules developed in concert with the principles of evidence based practice and related to information management.

MATERIALS, METHODS

The current PhD curriculum was innovated during the course of a 2-year-project supported by the European Social Fund, realized in cooperation with the Czech Academy of Sciences, Biophysical Institute (Brno, Czech Republic) in the years 2005-2007. The novel PhD curriculum has been in existence since academic year 2007/2008.

RESULTS

The EIC consists of 2 sets of modules, covering different issues important for flexibility and enhanced qualification of the PhD graduates for performance in competitive environment. The two key components of the course are evidence based practice (7 modules, Fig.1) and molecular biology (3 modules). An independent, all-encompassing module was added, dealing with ethical principles in medicine, science, and research. EIC is compulsory, but the students can select among the 11 modules to get minimum 8 credits and maximum 16 credits. Each module is worth 2 credits. Out of the 6 EBP modules, 3 are closely related to information management. They have been developed by clinician teachers with the involvement of medical library staff. The trainees' feedback demonstrated high rating and increasing demand for the "information modules" (Fig.2).

Fig. 1: Expected interactions among evidence based practice modules. „Green modules” are information-related.

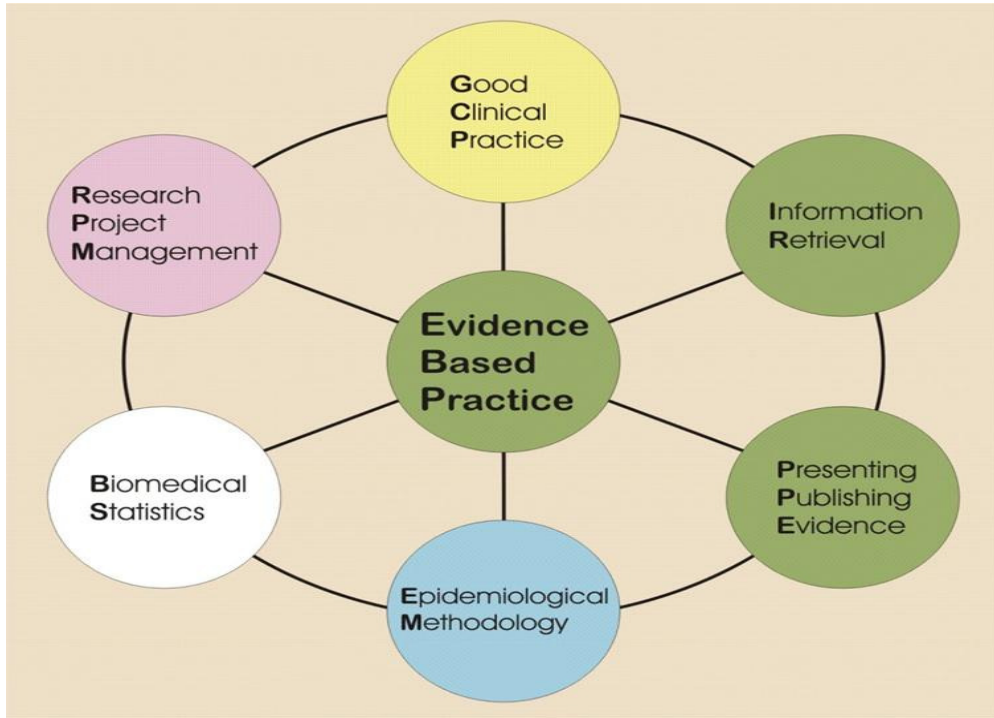
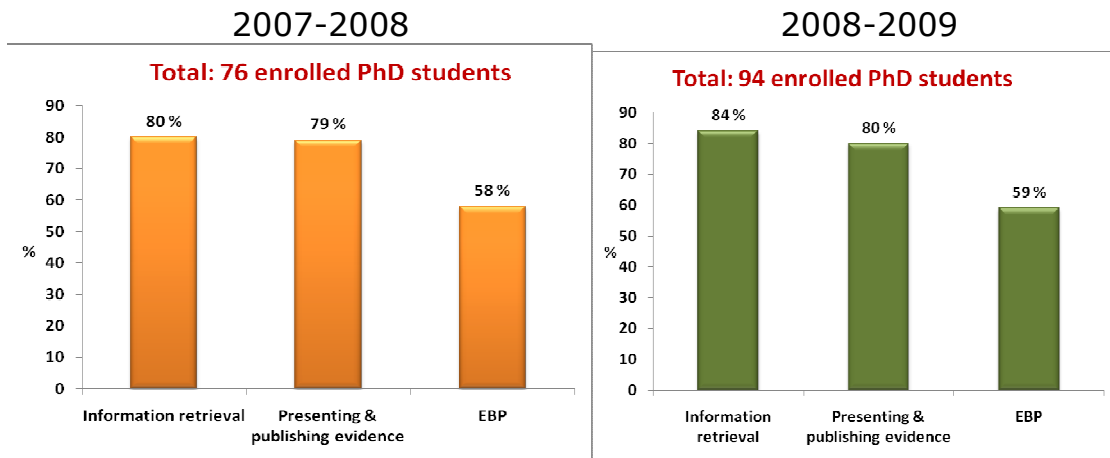


Fig.2: „Information-related” modules – attendance 2007-2009.



Modules & Learning Bites

Evidence Based Practice

- Efficient information retrieval depends on
 - searching multiple resources;
 - critically appraised topics and ready-to-use summaries eg. Clinical Evidence, Dynamed, UpToDate etc.;
 - proactive library services.
- Critical appraisal is a skill rather than knowledge;
- Information need recognition is a corner-stone for continuing medical education;
- Good professional must climb a „knowledge ladder“ to achieve wisdom.

Information Retrieval

- MEDLINE/PubMed search mastery;
- A gap between searching and finding evidence filled up by proactive library services;
- Documents not available online are worth reading;
- Basics of study designs and document quality assessment.

Presenting & Publishing Evidence

- Presentation tips available through web-based tutorials (<http://mefanet.upol.cz>)
- Practical instructions for writing a narrative review
- Worked examples of published reviews, written by module facilitators.

CONCLUSIONS

The process of teaching & learning evidence based practice resembles traffic-lights at the crossroads (Fig.3). Before we reach the „evidence-based“ side of the road, we must master skills, such as: ask well-built questions (PICO), acquire and appraise information to get knowledge, apply it and have the practical implementation assessed. Our graduates have completed 3 steps to start changing their behaviour (**A**sk – **A**cquire – **A**ppraise). Nevertheless, a change in behaviour is inevitable not only for trainees, but also for trainers.

Fig. 3: Evidence-based behaviour at the crossroads.

